



State of Oregon Position Description

Company: Oregon Department of Education
Organization: School Age Special Education - ODE
Service Type: Representable Classified

SECTION 1. POSITION INFORMATION

Job Profile Title:	Education Program Specialist 2	Job Profile ID:	C2301
Business Title:	IDEA Resolution Specialist	Position ID:	000000047229
Employee Name:	Robin Day	Company ID:	58100
Representation:	OAS	Budget Auth No:	375260
Location:	Salem ODE Public Service Building		
Supervisor:	Crystal Brumfield (Education Programs Manager 3)		
Position:	Education Program Specialist 2		
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 contributes to ODE's mission of fostering equity and excellence for every learner through collaborations with educators, partners, and communities by providing support in overall school improvement efforts to Oregon's school districts. The work of this office includes helping districts meet the obligations of IDEA for the education of students experiencing disability, the requirements of the federal program, and overseeing and supporting the Oregon School for the

Deaf. The work of this office impacts local school districts, education service districts, professional associations, and other agencies involved in education programs in kindergarten through post-secondary education. Staff members work with a variety of state agencies and individuals on educational program planning, technical assistance, system improvement and development in line with federal and state laws/regulations.

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 ensure that state and federal requirements related to the education of children with disabilities are carried out in a manner that supports strong instructional practice, effective program implementation, and improved outcomes for students. The position works closely with education service districts, local school districts, parents, contract investigators, the Oregon Department of Justice, Administrative Law Judges, the Office of Administrative Hearings, Disability Rights Oregon, the Oregon Law Center, and the Office of Special Education Programs (OSEP). The position has primary responsibility for the Dispute Resolution Committee, a statewide stakeholder group familiar with special education dispute resolution, and facilitates the internal Dispute Resolution Team to support consistent, student-centered decision making.

This position organizes and manages all functions related to the state's special education complaint process under IDEA Parts B and C and related state law. Responsibilities include providing guidance and training to contract investigators, coordinating and supporting complaint investigations, reviewing and editing draft findings, and preparing final orders. The position prepares reports on complaint trends and outcomes to help inform statewide practice and strengthen district implementation. The position also oversees activities related to due process hearings, including coordination with the Office of Administrative Hearings, support for hearing officer training, and tracking outcomes and implications for practice.

The position ensures that the state's mediation system operates within federal and state requirements, including ensuring mediators are appropriately trained and that mediation agreements are consistent with IDEA and Oregon expectations. The position supports the submission of dispute resolution indicators for the State Performance Plan and Annual Performance Report (SPP/APR) by providing accurate legal and procedural information aligned to Indicators 16 through 19.

The position also serves as a subject matter expert in IDEA and special education for ODE staff, districts, and external partners by providing technical assistance that connects IDEA requirements to instructional practices and effective program implementation. The specialist helps districts understand how legal expectations intersect with service delivery, academic and behavioral supports, and general education access for students with disabilities. In addition, the position contributes to drafting and revising administrative rules for the Office of Enhancing Student Opportunities and participates in stakeholder engagement, communication, and related public processes to ensure rules support high quality implementation across the state.

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.

45% - R E - IDEA Dispute Resolution Oversight and Compliance

- Serve as subject matter expert for the Individuals with Disabilities Education Act (IDEA) and related state regulations. Advise districts, educators, and families on legal requirements, instructional practices, and dispute resolution processes to ensure Free Appropriate Public Education (FAPE).
- Coordinate investigations of complaints alleging violations of federal or state law in the provision of special education services.
- Review investigation findings completed by contracted investigators to ensure thoroughness, accuracy, legal sufficiency, and alignment with instructional delivery standards, state, and federal requirements.
- Write and edit complaint orders, including summaries of investigations, findings of fact, identification of noncompliance, and required corrective actions for Assistant Superintendent review and issuance.
- Follow internal tracking and case-management processes to ensure timely, accurate handling of all complaints.
- Ensures IDEA mediation processes are implemented in accordance with federal and state law, timelines, and procedural requirements.
- Serves as a resource to districts and families by explaining program requirements in accessible terms and guiding the field toward student-centered solutions.

- Coordinate due process requests with Office of Administrative Hearings and filing process with districts.
- Lead the facilitation and management of the Dispute Resolution Committee. This includes coordinating the DRC work; supporting members with clear information and guidance; maintaining procedures that promote timely and consistent resolution of disputes; and sharing timely legal updates to ensure practice and guidance remains aligned with state and federal requirements.

20% - R E - Consultation and Guidance

- Provide authoritative guidance on federal and state special education laws (IDEA), Section 504, ADA, and related civil rights requirements, including circumstances where legal frameworks intersect or overlap.
- Serve as a subject matter expert for IDEA and Oregon Special Education Rules to OESO staff, districts, investigators, and other stakeholders regarding legal obligations, student rights, and procedural safeguards.
- Assist districts in determining whether a student may have a disability requiring evaluation, services, or procedural protections, including cases involving discipline, expulsion, or allegations of discrimination or bullying.

15% - N E - District Support, Technical Assistance & Corrective Action

- Serve as the primary communication point between complainants and districts throughout the complaint process.
- Advise districts, educators, and families on legal requirements, dispute resolution processes, and instructional practices that support Free Appropriate Public Education (FAPE).
- Provide technical assistance to districts regarding legal obligations, investigation expectations, and corrective action requirements.
- Work directly with district administrators following substantiated findings to ensure compliance steps are understood, implemented, and monitored.
- When issues arise such as bullying of a student with a disability or a district's failure to complete required reviews (e.g., manifestation determination, evaluation review), assess the impact to the student and guide the district through required processes.

15% - R E - Program Development and Administration

- Identify trends in dispute resolution and compliance data to inform statewide strategies that strengthen instructional practices and services for students with disabilities.
- Facilitate the proposal of administrative rules for OESO by leading work groups and collaborative initiatives with districts, families, and stakeholders to build local capacity for effective dispute resolution and improve instructional services.
- Support the development of administrative rules by contributing expertise on the intersection of IDEA requirements, program implementation, and instructional best practices. Recommend policy and program adjustments based on evidence and performance metrics gathered from IDEA Dispute Resolution cases to strengthen the capacity of schools to improve instruction for students with disabilities.
- Participate in partner meetings and public hearings to ensure proposed administrative rules reflect the needs of districts and promote strong instructional systems. Share best practices and develop resources that integrate compliance with instructional quality.
- Draft required documents for the State Board that clearly communicate the purpose and impact of proposed administrative rules.
- Attend meetings in the field regarding proposed rules, draft Summary of Need and Summary documents for the State Board of Education, and Schedule and attend public hearings on proposed rules.
- Analyze proposed legislation and policy changes for impact on IDEA Dispute Resolution and special education programs. Prepare recommendations and/or testimony to assist in developing Oregon Administrative Rules and internal procedures to align with state and federal mandates, as well as building capacity for schools to improve instruction.
- As needed, provide guidance to the State Performance Plan and Annual Performance Report (SPP/APR) team to ensure indicators, data, and narratives are accurate, compliant, and connected to strong instructional practice.
- Plan or document current and/or future activities for indicator(s) and provide timely reports on progress of indicator activities. Collect and analyze data specific to assigned indicator(s). Using templates developed by writing team, complete template of work on the indicator in timely and quality manner. Supply and verify data for public reporting activities.

- Prepare annual reports for the Office of Special Education Programs (OSEP) and public accountability measures using data collected from IDEA Dispute Resolution findings.
- As requested, attend OSEP phone calls to stay current on federal guidance and critical updates on expectations related to State Complaints, Due Process Hearings, Resolution Sessions, and Mediation.

5% - R E - Other Duties as Assigned

- Facilitate policy development of Office of Enhancing Student Opportunities during legislative sessions.
- At least every two years, recruit and contract with qualified individuals to conduct complaint investigations and provide periodic training to these individuals
- Other duties as assigned.

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.

SECTION 5. GUIDELINES

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

Individuals with Disabilities Education Act (IDEA)
 OAR Chapter 581, Division 15
 ORS 343
 Federal regulations related to special education
 State and federal laws related to people with disabilities

How are these guidelines used?

To perform duties 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?
Contractors	In Person, by mail, email or telephone	Training and provide information	Regularly
Department of Justice	In Person, by mail, email or telephone	Provide and obtain information	Regularly
Education service district staff	In Person, by mail, email or telephone	Training; provide and obtain information	Daily
LEA Special Education directors	In Person, by mail, email or telephone	Training; provide and obtain information	As Needed
Other agencies	In Person, by mail, email or telephone	Provide information and technical assistance	Daily
Parents	Phone	Provide information	Weekly
U.S. Office of Education	Phone	Provide and obtain information	As Needed

SECTION 7. POSITION RELATED DECISION MAKING

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

The IDEA Resolution Specialist makes decisions about how federal and state requirements apply to Oregon's special education complaint and dispute resolution processes, including guiding contract investigators to ensure reviews are accurate, thorough, and aligned with law and effective practice. The specialist determines when additional information is needed, evaluates whether evidence supports potential findings, and identifies corrective actions that strengthen district implementation. These decisions shape the recommendations provided to the Assistant Superintendent, the interpretation of policy and procedure shared with the field, and the technical assistance delivered to internal and external partners. The direct effect of these decisions is seen in the consistency and credibility of the state's dispute resolution system, the clarity of expectations for districts and families, and the degree to which resolutions support stronger instructional practices, program implementation, and improved academic and behavioral outcomes for students with disabilities.

SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
Education Programs Administrator 3	0000006	In Person, by mail, email or telephone	Regularly	Support and Progress Monitoring
Education Programs Manager 3	0000150	In Person, by mail, email or telephone	Regularly	Support and Progress Monitoring

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:

- Understanding of IDEA, Oregon rules, and instructional practices and programs that support students with disabilities.

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.

SECTION 11. BUDGET AUTHORITY

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

Operating Area	Biennial Amount	Fund Type
----------------	-----------------	-----------

SECTION 12. ORGANIZATIONAL CHART

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

SECTION 13. SIGNATURES

_____ Employee	_____ Date
-------------------	---------------

_____ Manager	_____ Date
------------------	---------------

_____ Appointing Authority	_____ Date
-------------------------------	---------------