



STATE OF OREGON
POSITION DESCRIPTION

Position Revised Date:
PENDING

Agency: Oregon Department of Education

Facility: Public Service Building

[X] New [] Revised

This position is:

- [X] Classified
[] Unclassified
[] Executive Service
[] Mgmt Svc - Supervisory
[] Mgmt Svc - Managerial
[] Mgmt Svc - Confidential

SECTION 1. POSITION INFORMATION

a. Classification Title: Program Analyst 2
b. Classification No: C0861
c. Effective Date: 7/03/24
d. Position No: 170900
e. Working Title: Regional Coordinator
f. Agency No: 58100
g. Section Title: OFIT - School Facilities
h. Budget Auth No: PENDING
i. Employee Name:
j. Repr. Code: OAS
k. Work Location (City - County): Salem - Marion
l. Supervisor Name: Michael Elliott
m. Position: [] Permanent [] Seasonal [X] Limited Duration [] Academic Year
[X] Full-Time [] Part-Time [] Intermittent [] Job Share
n. FLSA: [] Exempt [X] Non-Exempt
If Exempt: [] Executive [] Professional [] Administrative
o. Eligible for Overtime: [X] Yes [] 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.

The Oregon Department of Education (ODE) oversees the education of over 580,000 students in Oregon's public K-12 education system and works with 1,200 K-12 schools organized into 197 School Districts and 19 Education Service Districts. These schools and districts employ over 63,000 teachers, administrators, and other school and district staff. 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. ODE fosters equity and excellence for every learner through collaboration with educators, partners, and communities and is responsible for developing policies and standards, providing data to inform instruction, training teachers on how to use data effectively, administering numerous state and federal grants, and sharing and helping school districts implement best practices.

The Office of School Facilities, located in the Oregon Department of Education, is charged with statewide planning and leadership to address safety and the deterioration of Oregon's public school facilities. Creating healthy, safe, and warm school facilities fosters excellence for every learner. Addressing emergency planning for safe schools and the most deteriorated schools ensures that ODE continues to foster equity for all students. The Office of School Facilities accomplishes these goals by providing grant funds through a variety of programs, which includes the federal School Emergency Management Grant, the

Technical Assistance Program (TAP) and Oregon School Capital Improvement Matching Program (OSCIM Program), and also maintains a database of school facilities.

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:

Serve as a Regional Coordinator for the School Safety and Emergency Management Program. This position will collaborate with internal and external partners and stakeholders to help ensure program activities are compliant with state requirements and are achieving intended outcomes. The objective of the program is to administer training and technical assistance to Local Education Agencies (LEA) for the development, implementation, and maintenance of high-quality school emergency operations plans (EOPs). The plans are expected to address prevention, protection, mitigation, response, and recovery.

This position will represent the agency while interfacing with local education agencies, county and local governments, county and local law enforcement, fire agencies, county and local emergency management offices and others. Local area collaboration is vital to improving and maintain school emergency preparedness. ODE and state guidance highly encourage community collaboration between schools and their community partners to ensure a high level of emergency preparedness.

As one member of a six-person team that is divided between four regions, this position serves as a liaison and primary point of contact for their assigned region. This position will answer questions pertaining to the agency and program, address and resolve problems at the local and regional level, deliver training and technical assistance, compile data, and coordinate emergency preparedness and response activities between local education agencies and local and regional governments and emergency responders. The work is led by a Program Analyst 4, School Safety and Emergency Management Program Manager, and is one component of a larger initiative that seeks to unify state efforts on emergency preparedness.

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
50%	N	E	<p><u>School Safety and Emergency Management Program Administration and Monitoring</u></p> <ul style="list-style-type: none"> • Research and evaluate school emergency management best practices for application in schools across Oregon. • Function as a content and subject-matter expert on the “Readiness and Emergency Management for Schools” (REMS) Technical Assistance Center, the “Guide For Developing High-Quality School Emergency Operations Plans,” and other resources, tools, and methods. This includes, but is not limited to, providing template memoranda of understanding to implement with local first responders; working through site assessments to identify facility strengths and weaknesses; working through an evacuation plan that includes all students with all levels of physical mobility, mental health, cognitive awareness, language barriers, and other limitations; and other parts of an emergency operations plan that address all threats that local school district may face at its buildings.

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit “Enter”.

			<ul style="list-style-type: none"> • Establish collaborative networks of emergency management resources to strengthen partnerships with the schools. • Leverage the connections, guidance, and model EOP materials to direct schools and school districts to the appropriate resources to meet their needs. • Provide support via telephone and in-person in workshops and inter-agency meetings to answer questions, make recommendations, and connect partner entities with one another. • Respond to questions pertaining to the agency and program, address and resolve problems at the local and regional level, deliver training and technical assistance, compile data, and coordinate emergency preparedness and response activities between local education agencies and local and regional governments and emergency responders. Additionally, may need to respond to public records requests. • Provide direct support to the creation and training of emergency operations plans and providing advice on best practices in emergency management. This includes correcting errors and pointing out where the current plan may not align with best practices. • Assist the PA4 team lead with monitoring project activities and timelines, collecting and compiling data, travel and training expenses, and preparing project reports. • Participate in the development, maintenance, and ongoing revision and improvement of website content for the ODE student safety and school emergency management projects. Website content will include links to REMS resources and tools, sample EOP documents, instructions and guidance, FAQs, and contact information for internal and external partners and stakeholders. • Collaborate with other ODE offices and external partners (ODEM, OHA, County emergency management personnel, OSFM, and Department of Homeland Security) and stakeholders to help ensure program activities are compliant with state requirements and are achieving intended outcomes. • Responsible for updating and adapting technical assistance provided to school districts to align with new practices and guidance as new developments and additional best practices are created in the agency and as federal programs (FEMA, REMS TA) update guidance. • Monitor, review, analyze, and assess program and project plans, activities, performance, deliverables, and outcomes. Utilize existing resources to make independent decisions on the most effective processes and activities to carry out pre-determined objectives, to monitor progress, determine results, and collect and report data. Provide input and make recommendations to management and the team lead for improvements to the program. • Evaluate results and outcomes against the program's goals and objectives. This will include coordination and communication with all school districts within the assigned region. Evaluate outreach efforts and assistance provided against the overall goal of connecting with and providing
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			<p>assistance to all of the assigned districts within the region. Reports will be provided to program manager and regional representatives to collaborate on how to reach districts where initial attempts were unsuccessful.</p>
45%	N	E	<p><u>School Safety and Emergency Management Program Service Delivery, Representation, and Consultation</u></p> <ul style="list-style-type: none"> • Provide direct guidance and assistance to LEAs, and deliver training to education service districts, school districts, schools and charter schools on the development and implementation of high-quality school EOPs. • Customize and integrate components of the federal and state guidance to develop region-specific lesson plans, resources, and tools. Ensure customized content is delivered with fidelity to both federal and state guidance. • Represent the agency while interfacing with local education agencies, county and local governments, county and local law enforcement, fire agencies, county and local emergency management offices and others. • Provide guidance and direction to LEAs, and actively participate in the delivery of follow-up training. This will include enhancements to basic EOPs, functional annexes, hazard and threat-specific annexes, establishment of memoranda of understanding with partners, and the incorporation of procedures for addressing individuals with disabilities, cognitive and functional impairments, and access and functional needs in the development and implementation of EOPs. • Build relationships, serve as a point of contact within assigned region for school emergency management, and function as a liaison with school districts, emergency service first responders, aid and advocacy organizations, state and county emergency management, education service districts, and other agencies and organizations. Additionally, provide community collaboration with schools to ensure a high level of emergency preparedness by providing local area consultation. • Participate in the implementation and testing of school EOPs by providing direction and guidance on the administration of tabletop exercises and full-scale exercises with proper coordination with local response agencies. • Provide ongoing technical assistance and support to local education agencies via telephone, email, and in person on the development, implementation, refinement, and continuous improvement of school EOPs.
5%	N	NE	<ul style="list-style-type: none"> • 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 requires extensive in-state travel, which may include overnight, weekend, and evening work. Some out-of-state travel may also be required to attend training or conferences. The person in this position must possess and maintain a current, valid driver license and an acceptable driving record or be able to provide an acceptable alternate method of transportation. The rest of the work will be carried out remotely (at employee's residence) with significant time spent addressing inquiries over the telephone, working on a personal computer, and participating in meetings and group work sessions. In-person quarterly team meetings will be mandatory.

The person in this position must complete a Driver Authorization Assessment (https://www.oregon.gov/das/Risk/Documents/VUAT1B_DrvrAuthAsmnt.pdf). Employment is contingent upon agency approval of the employe based on that form.

The person in this position may come into contact with confidential or sensitive information and must safeguard that information from improper disclosure. As well, all OR Dept. of Education employees are expected to exhibit behaviors and actions congruent with the goals of equity, inclusion, and diversity. This includes viewpoint diversity and eliciting, embracing, and leveraging critical analysis and dissent in the pursuit of desired outcomes.

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.

National Incident Management System (NIMS) and Incident Command System (ICS) protocols.

Systems, processes, and methods of the Oregon Office of Emergency Management, county and tribal emergency managers, incident first responders, and other agency emergency management programs.

Federal Regulations, Oregon Revised Statutes, Oregon Administrative Rules, the Oregon Accounting Manual, state agency policies including the Statewide Travel Policy, and ODE procedures and guidance relevant and applicable to the Oregon Department of Education, school emergency operations planning, and general state employee expectations and conduct.

National models and best practices for school emergency operations planning.

b. How are these guidelines used?

NIMS, ICS, and other emergency management systems, processes, and methods are used to ensure ODE's school EOP program is congruent and aligns with Presidential Policy Directive / PPD-8: National Preparedness.

Federal Regulations, Oregon Revised Statutes, Oregon Administrative Rules, state agency policies, and ODE procedures and guidance are used to ensure the person in this position complies with all state and agency requirements and behavioral and performance expectations. The Statewide Travel Policy will be followed due to the use of an agency provided vehicle and the expectation of extensive travel.

National models and best practices for school emergency operations planning are used to ensure the strategies and tactics implemented in Oregon are consistent with evidence-based practices that are valid and reliable.

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?
<i>Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".</i>			
Internal ODE peers and managers	Telephone, email, and in-person	To share information, collaborate, address and resolve problems, answer questions, collect data, prepare reports, and develop website content.	Daily
Other state and local agencies	Telephone, email, and in-person	To network, share information, collaborate, address and resolve problems, answer questions, and elicit cooperation and assistance.	Daily
Education Service Districts and School Districts	Telephone, email, and in-person	To share information, collaborate, address and resolve problems, answer questions, and provide school EOP training and technical assistance.	Daily
Other public and private partners and stakeholders	Telephone, email, and in-person	To share information, collaborate, address and resolve problems, answer questions, and elicit cooperation and assistance.	Daily

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 carries out their duties through existing guidelines, plans, and samples provided by the team lead, management, REMS, and other agencies or through reference to other available resources, tools, and materials. ODE management or the team lead defines the methods and approach to the administration of the project and program. The person in this position will use existing resources to make independent decisions on the most effective processes and activities to carry out pre-determined objectives, to monitor progress and results, collect and report data, and recommend program improvements. Decisions made by the person in this position will affect program efficiency and performance, service to school districts and other partners and stakeholders, the quality of school emergency operations plans in Oregon, and could also impact compliance with federal requirements.

SECTION 8. REVIEW OF WORK

Who reviews the work of the position?

Classification Title	Position Number	How	How Often	Purpose of Review
<i>Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".</i>				
Program Analyst 4	159764	Through regular discussions and review of work assignments.	Weekly	To ensure work activities are consistent with intended objectives and performance expectations
OFIT Director	146158	Through regular status briefings and updates and review of work products	Quarterly; And in annual performance appraisal	To ensure work activities are consistent with intended objectives and

				performance expectations

SECTION 9. OVERSIGHT FUNCTIONS **THIS SECTION IS FOR SUPERVISORY POSITIONS ONLY**

Not applicable for this service type.

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:

The person in this position must be proficient in:

1. Identifying, addressing, and resolving problems or concerns related to the coordination of program or project activities.
2. Conducting research and compiling data or information for reports.
3. Critical thinking, formulating appropriate inquiries, and broadly considering and effectively assessing the implications, risks, impacts, and potential unintended consequences of pursuing various options or taking certain actions.
4. Delivery of training and technical guidance.
5. Oral communication, including an ability to engage stakeholders, partners, and customers in the facilitation of cross-functional teams where individual members may have conflicting agendas or priorities.
6. Developing internet content and preparing written materials for partners, stakeholders, and the general public, including an ability to apply style guides, plain language standards, and best practices in writing for the web.

The person in this position must possess a fundamental understanding of Oregon’s education system and the safety interests, concerns, and priorities of local schools, educators, and administrators. The person must also be able to effectively apply REMS (Readiness and Emergency Management For Schools) TA Center tools and resources, NIMS (National Incident Management System) and ICS (Incident Command System) protocols, and general emergency management practices in providing assistance and guidance to local education agencies.

The person in this position must complete a Driver Authorization Assessment (https://www.oregon.gov/das/Risk/Documents/VUAT1B_DrvrAuthAsmnt.pdf). Employment is contingent upon agency approval of the employe based on that form.

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

Operating Area	Biennial Amount (\$00000.00)	Fund Type
N/A	N/A	N/A

Note: If additional rows of the below table are needed, place cursor 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

Supervisor Signature

Date

David Lee

7/22/24

Appointing Authority Signature

Date