PUBLIC NOTICE  
PERSONNEL COMMISSION AGENDA  
REGULAR MEETING #517  
OCTOBER 12, 2022, 10:00 A.M.  
ZOOM VIRTUAL MEETING  
https://sccoe.zoom.us/j/92168006626  
Dial-in Number: 669-900-6833  
Meeting ID: 921 6800 6626  
This meeting meets the requirements of AB361

I. CALL TO ORDER

II. ROLL CALL  
President – Libby Spector  
Vice President – Nicholas Gervase  
Member – Rod Adams

III. APPROVAL OF AGENDA #517 – October 12, 2022 ................................................................. ACTION

IV. APPROVAL OF MINUTES  
A. Regular Meeting #516 – September 14, 2022 ........................................................................ ACTION

V. HEARING OF PERSONS DESIRING TO ADDRESS THE COMMISSION OR TO PRESENT PETITIONS

VI. NEW BUSINESS  
A. Larry Oshodi, Assistant Superintendent, Personnel Services ........................................... INFORMATION

B. Approval / Ratification of Classification Specification Revision ............................................. ACTION  
   a. Manager – Web Services & Applications Development

C. Approval / Ratification of Classification Specification Revision ............................................. ACTION  
   a. Administrative Interpreter

D. Announcement of the Intended Joint Appointee to the Personnel Commission .................. INFORMATION

E. Approval / Ratification of Establishing and / or Extending Eligibility Lists ......................... ACTION

F. Monthly Vacancy Status Report .......................................................................................... INFORMATION

VII. SECRETARY’S REPORT

VIII. FUTURE MEETINGS OR DISCUSSION ITEMS (Next Meeting: November 9, 2022)

IX. ADJOURNMENT

NOTE: This agenda will be posted on all County Office of Education bulletin boards. Additional information regarding items on this agenda is available from Classified Personnel Services. Personnel Commission reserves the right to receive issues which are brought up from the floor and refer them to staff for further attention. Oral presentations to the Personnel Commission are limited to five (5) minutes.
I. CALL TO ORDER
The meeting was called to order by President Libby Spector at 10:00 a.m.

II. ROLL CALL

<table>
<thead>
<tr>
<th>MEMBERS PRESENT</th>
<th>STAFF PRESENT</th>
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</thead>
<tbody>
<tr>
<td>Libby Spector, President</td>
<td>Marisa Perry</td>
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<tr>
<td>Nicholas Gervase, Vice-President</td>
<td>Yasmeen Husain</td>
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<tr>
<td>Rod Adams, Member</td>
<td>Meipo Flores</td>
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<tr>
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<td>Alice Serraon</td>
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<table>
<thead>
<tr>
<th>OTHERS PRESENT</th>
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<tbody>
<tr>
<td>Mary Ann Dewan</td>
<td>Narasimhan Ganesh</td>
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<tr>
<td>Larry Oshodi</td>
<td>Stephanie Gomez</td>
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<tr>
<td>Lee Andersen</td>
<td>Dharma Jayabal</td>
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<tr>
<td>Angela Ballou</td>
<td>Steve Pinkoski</td>
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<tr>
<td>Adora Fisher</td>
<td>David Wu</td>
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III. APPROVAL OF AGENDA
MOTION #516-1: The Commission approved Agenda #516, September 14, 2022, moved by Mr. Nicholas Gervase, and seconded by Mr. Rod Adams.
MOTION #516-1: carried unanimously.

IV. APPROVAL OF MINUTES
MOTION #516-2: The Commission approved the Minutes for the Regular Personnel Commission Meeting #515, August 10, 2022, moved by Mr. Rod Adams, and seconded by Mr. Nicholas Gervase.
MOTION #516-2: carried unanimously.

V. HEARING OF PERSONS DESIRING TO ADDRESS THE COMMISSION OR TO PRESENT PETITIONS
None

VI. NEW BUSINESS

A. Larry Oshodi, Assistant Superintendent, Personnel Services
Mr. Oshodi addressed the commission to share in advance that the Office is looking into the possibility of the reclassification of some positions; Mr. Oshodi specified the Custodian and Paraeducator positions.
In response to a question, Director Perry explained how reclassifications are different from revisions or reallocations. Mr. Nicholas Gervase further clarified that a reclassification is about a change in responsibility that may or may not affect salary.

B. Approval of Classification Specification Retitling
MOTION #516-3 The Commission approved retitling the classification Network Analyst to Technology Support Analyst, moved by Mr. Nicholas Gervase, and seconded by Mr. Rod Adams. MOTION #516-3: carried unanimously.

C. Approval of Establishing Classification and Associated Classification Specification
MOTION #516-4 The Commission approved establishing the following classification and associated classification specification, moved by Mr. Rod Adams, and seconded by Mr. Nicholas Gervase. 
MOTION #516-4: carried unanimously.

Classification
- DevOps Engineer, Range 59.5

D. Approval of Establishing Classification and Associated Classification Specification
MOTION #516-5 The Commission approved establishing the following classification and associated classification specification, moved by Mr. Nicholas Gervase, and seconded by Mr. Rod Adams.
MOTION #516-5: carried unanimously.

Classification
- Education Preparation Program Advisor, Range 48

E. Approval of Establishing Classification and Associated Classification Specification
MOTION #516-6 The Commission approved establishing the following classification and associated classification specification, moved by Mr. Rod Adams, and seconded by Mr. Nicholas Gervase.
MOTION #516-6: carried unanimously.

Classification
- EPP Financial Analyst, Range 10

F. Approval of Classification Specification Revision
MOTION #516-7 The Commission approved revising the classification specification for the position of Director III – General Services, moved by Mr. Nicholas Gervase, and seconded by Mr. Rod Adams.

G. Approval / Ratification of Establishing and / or Extending Eligibility Lists
MOTION #516-8 The Commission approved and / or ratified the Eligibility Lists listed within Personnel Commission Agenda #516, moved by Mr. Rod Adams, and seconded by Mr. Nicholas Gervase.
MOTION #516-8: carried unanimously.

<table>
<thead>
<tr>
<th>#</th>
<th>CLASSIFICATION</th>
<th>DATE</th>
<th>UNIT</th>
<th>NUMBER OF ELIGIBLES</th>
<th>NUMBER OF RANKS</th>
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<tr>
<td>1</td>
<td>Custodian</td>
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<td>No.</td>
<td>Position Description</td>
<td>Date</td>
<td>Agency</td>
<td>Slot 1</td>
<td>Slot 2</td>
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<td>2</td>
<td>College Liaison</td>
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<td>OTBS</td>
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<td>11</td>
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<td>3</td>
<td>Manager - Positive Behavioral Interventions and Supports</td>
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<td>LT</td>
<td>1</td>
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<td>4</td>
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<td>Manager - Media and Marketing</td>
<td>08/22/22</td>
<td>LT</td>
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<td>08/23/22</td>
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<td>13</td>
<td>Paraeducator - Special Education</td>
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<td>15</td>
<td>Administrative Assistant II</td>
<td>09/07/22</td>
<td>OTBS</td>
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</table>

H. Monthly Vacancy Status Report – September 14, 2022
Director Perry reported on the Monthly Vacancy Status Report and positions filled. The Commission accepted the report as delivered.

VII. SECRETARY’S REPORT
Director Perry reported on the following:

- Yolanda Anguiano, Classified Personnel Specialist, attended the Opportunity Youth Academy Resource Fair and shared information about open positions.
- We are currently registering for upcoming job fairs this fall at junior colleges.
- Marisa Perry, Director III – Classified Personnel Services, and Yasmeen Husain, Supervisor – Classification & Recruitment, will be attending the Northern California SPCA Conference in October.
- New Executive Assistant, Alice Serraon, will be starting on October 3, 2022.

VIII. FUTURE MEETINGS OR DISCUSSION ITEMS
The next Personnel Commission regular meeting is scheduled for Wednesday, October 12, 2022, at 10:00 a.m., via Zoom.

IX. ADJOURNMENT
The meeting adjourned at 10:33 a.m.
Respectfully submitted,

[Signature]
Marisa Perry
Ex-Officio Secretary, Personnel Commission
AGENDA ITEM VI – B (NEW BUSINESS – ACTION)

APPROVAL / RATIFICATION OF
CLASSIFICATION SPECIFICATION REVISION

BACKGROUND

The Technology and Data Services Division proposes the revision of the Manager – Web Services & Applications Development position to better reflect the current needs of the program. This position was vacated in 2018 and has not been filled since that time. Filling this position now will enable the Web Development department to execute additional work and provide needed support for Foster Vision, Data Zone, Service Link App, Assessment App and other integrated projects.

The duties and required knowledge have been updated to include development, including programming, database design, application design and translation of design.

A copy of the classification specification is enclosed.

RECOMMENDATION

1. Approve revising the following classification specification:
   a. Manager – Web Services & Applications Development
2. Approval shall be effective October 12, 2022
CLASS TITLE: MANAGER - WEB SERVICES & APPLICATIONS DEVELOPMENT

BASIC FUNCTION:

Under the direction of the Director III- Applications Business & Web Systems Development, plans, organizes and directs the web application developers and webmasters to design, develop and deploy web-based software applications to the County Office, school districts and State-wide organizations; provides technical information and expertise relating to systems analysis, design, programming and maintenance; supervises and evaluates the performance of assigned personnel. The Manager - Web Services and Applications Development should have the knowledge and capabilities of a full stack developer, as this position may be required to participate in development efforts.

REPRESENTATIVE DUTIES:

The following duties are examples of assignments performed by incumbents in this classification. It is not a totally comprehensive list of duties, nor is it restrictive regarding job assignments.

ESSENTIAL DUTIES:

Plans, organizes and directs the web application developers and webmasters to design, develop and deploy web-based software applications to the County Office, school districts and State-wide organizations; reviews completed software applications; assures proper business processes, data integrity and effective operations.

Develops short and long-term customer service plans for technology services; meets with clients to discuss requirements and ideas for growth or enhancement; develops estimates and written agreements for customers.

Manages project development and implementation for business products; develops application scopes with staff; develops project scopes and project plans; oversees and participates in major County Office technology projects.

Develops plans for marketing technology services; assists with marketing efforts.

Personally participates in development efforts during times where urgency of demand exceeds the capacity of the development team with tasks to include programming, database design, application design, and translation of the design into a working application using any of the SCCOE standard coding languages.

Supervises and evaluates the performance of assigned staff; interviews and selects employees and recommends transfers, reassignment, termination, and disciplinary actions.

Provides technical expertise, information and assistance to the Director regarding assigned functions; provides technical information and expertise relating to systems analysis, design, programming and maintenance; assists in the formulation and development of policies, procedures and programs.

Directs the preparation and maintenance of a variety of narrative and statistical reports, records and files related to personnel and assigned activities.

Communicates with other administrators, personnel, and outside organizations to coordinate activities.
and programs, resolve issues and conflicts, and exchange information.

Develops and prepares the annual preliminary budget for the development team; analyzes and reviews budgetary and financial data; controls and authorizes expenditures in accordance with established limitations.

Operates a computer and other office equipment as assigned; drives a vehicle to conduct work as assigned.

Attends and conducts a variety of meetings as assigned.

OTHER DUTIES:
Performs related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
Management of web services and application development activities and operations.
Software development lifecycle methodologies.
Database design, implementation, and management.
Applicable application development environment and design principles.
Project management standards and guidelines.
Operating systems, networking, relational databases, software development and other components of a client server environment.
Technical business applications, systems design, user support and programming.
Budget preparation and control.
Oral and written communication skills.
Principles and practices of administration, supervision and training.
Applicable laws, codes, regulations, policies and procedures.
Interpersonal skills using tact, patience and courtesy.

ABILITY TO:
Plan, organize and direct the web application developers and webmasters to design, develop and deploy web-based software applications to the County Office, school districts and State-wide organizations.
Provide technical information and applied expertise relating to systems analysis, design, programming and maintenance.
Supervise and evaluate the performance of assigned staff.
Develop plans for marketing technology services.
Communicate effectively both orally and in writing.
Interpret, apply and explain rules, regulations, policies and procedures.
Establish and maintain cooperative and effective working relationships with others.
Operate a computer and assigned office equipment.
Analyze situations accurately and adopt an effective course of action.
Meet schedules and timelines.
Work independently with little direction.
Plan and organize work.
Prepare comprehensive narrative and statistical reports.
Direct the maintenance of a variety of reports, records and files related to assigned activities.
LEADERSHIP TEAM COMPETENCIES:
Develops and fosters effective individuals and teams.
Operationalizes the organizational vision, mission, goals, shared values, and guiding principles.
Demonstrates emotional intelligence.
Models inclusive, effective, and authentic communication.
Applies knowledge of the intersectionality of race, equity, and inclusion.
Builds and sustains positive, trusting relationships.
Conducts SCCOE operations with the highest moral, legal, and ethical principles.

EDUCATION AND EXPERIENCE:
Any combination equivalent to: bachelor's degree in computer science or related field and five years increasingly responsible experience in the design, development, implementation and enhancement of computer systems and programs including two years in a supervisory capacity.

LICENSES AND OTHER REQUIREMENTS:
Valid California driver's license.

WORKING CONDITIONS:
ENVIRONMENT:
Office environment.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS:
Hearing and speaking to exchange information and make presentations.
Dexterity of hands and fingers to operate a computer keyboard.
Seeing to read a variety of materials.

Approved by Personnel Commission: June 23, 2011
Revised: 10/12/22

_________________________  ____________________
Marisa Perry               Date: 10/12/22
Director III – HR / Classified Personnel Services
CLASS TITLE: MANAGER - WEB SERVICES & APPLICATIONS DEVELOPMENT

BASIC FUNCTION:

Under the direction of the Director III - Technology Programs & Instructional Support Applications Business & Web Systems Development, plans, organizes and directs the web application developers and webmasters to design, develop and deploy web-based software applications to the County Office, school districts and State-wide organizations; provides technical information and expertise relating to systems analysis, design, programming and maintenance; supervises and evaluates the performance of assigned personnel. The Manager - Web Services and Applications Development should have the knowledge and capabilities of a full stack developer, as this position may be required to participate in development efforts.

REPRESENTATIVE DUTIES:

The following duties are examples of assignments performed by incumbents in this classification. It is not a totally comprehensive list of duties, nor is it restrictive regarding job assignments.

ESSENTIAL DUTIES:

Plans, organizes and directs the web application developers and webmasters to design, develop and deploy web-based software applications to the County Office, school districts and State-wide organizations; reviews completed software applications; assures proper business processes, data integrity and effective operations.

Develops short and long-term customer service plans for technology services; meets with clients to discuss requirements and ideas for growth or enhancement; develops estimates and written agreements for customers.

Manages project development and implementation for business products; develops application scopes with staff; develops project scopes and project plans; oversees and participates in major County Office technology projects.

Develops plans for marketing technology services; assists with marketing efforts.

Personally participates in development efforts during times where urgency of demand exceeds the capacity of the development team with tasks to include programming, database design, application design, and translation of the design into a working application using any of the SCCOE standard coding languages.

Supervises and evaluates the performance of assigned staff; interviews and selects employees and recommends transfers, reassignment, termination, and disciplinary actions.

Provides technical expertise, information and assistance to the Director regarding assigned functions; provides technical information and expertise relating to systems analysis, design, programming and maintenance; assists in the formulation and development of policies, procedures
and programs.

Directs the preparation and maintenance of a variety of narrative and statistical reports, records and files related to personnel and assigned activities.

Communicates with other administrators, personnel, and outside organizations to coordinate activities and programs, resolve issues and conflicts, and exchange information.

Develops and prepares the annual preliminary budget for the development team; analyzes and reviews budgetary and financial data; controls and authorizes expenditures in accordance with established limitations.

Operates a computer and other office equipment as assigned; drives a vehicle to conduct work as assigned.

Attends and conducts a variety of meetings as assigned.

OTHER DUTIES:
Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
Management of web services and application development activities and operations.
Software development lifecycle methodologies.
Database design, implementation, and management.
Applicable application development environment and design principles.
Project management standards and guidelines.
Operating systems, networking, relational databases, software development and other components of a client server environment.
Technical business applications, systems design, user support and programming.
Budget preparation and control.
Oral and written communication skills.
Principles and practices of administration, supervision and training.
Applicable laws, codes, regulations, policies and procedures.
Interpersonal skills using tact, patience and courtesy.

ABILITY TO:
Plan, organize and direct the web application developers and webmasters to design, develop and deploy web-based software applications to the County Office, school districts and State-wide organizations.
Provide technical information and applied expertise relating to systems analysis, design, programming and maintenance.
Supervise and evaluate the performance of assigned staff.
Develop plans for marketing technology services.
Communicate effectively both orally and in writing.
Interpret, apply and explain rules, regulations, policies and procedures.
Establish and maintain cooperative and effective working relationships with others.
Operate a computer and assigned office equipment.
Analyze situations accurately and adopt an effective course of action.
Meet schedules and time-lines.
Work independently with little direction.
Plan and organize work.
Prepare comprehensive narrative and statistical reports.
Direct the maintenance of a variety of reports, records and files related to assigned activities.

LEADERSHIP TEAM COMPETENCIES:
Develops and fosters effective individuals and teams.
Operationalizes the organizational vision, mission, goals, shared values, and guiding principles.
Demonstrates emotional intelligence.
Models inclusive, effective, and authentic communication.
Applies knowledge of the intersectionality of race, equity, and inclusion.
Builds and sustains positive, trusting relationships.
Conducts SCCOE operations with the highest moral, legal, and ethical principles.

EDUCATION AND EXPERIENCE:
Any combination equivalent to: bachelor's degree in computer science or related field and five years increasingly responsible experience in the design, development, implementation and enhancement of computer systems and programs including two years in a supervisory capacity.

LICENSES AND OTHER REQUIREMENTS:
Valid California driver's license.

WORKING CONDITIONS:
ENVIRONMENT:
Office environment.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS:
Hearing and speaking to exchange information and make presentations.
Dexterity of hands and fingers to operate a computer keyboard.
Seeing to read a variety of materials.

Approved by Personnel Commission: June 23, 2011
Revised: 10/12/22
Philip J. Gordillo     Date
Executive Director of Human Resources
AGENDA ITEM VI – C (NEW BUSINESS – ACTION)

APPROVAL / RATIFICATION OF
CLASSIFICATION SPECIFICATION REVISION

BACKGROUND

The Educational Services Division proposes the revision of the Administrative Interpreter classification in hopes that updates will attract qualified candidates. Proposed revisions make changes to the required certifications and experience required. This position was most recently revised in July 2022 but attracting qualified candidates has continued to be a challenge.

A copy of the classification specification is enclosed.

RECOMMENDATION

1. Approve revising the following classification specification:
   a. Administrative Interpreter
2. Approval shall be effective October 12, 2022
CLASS TITLE: ADMINISTRATIVE INTERPRETER

BASIC FUNCTION:

Under the direction of an assigned supervisor, performs highly specialized interpretation and translation services for staff in the Deaf and Hard of Hearing (DHH) program; serves as a member of the educational team; provides interpreting services to facilitate communication, in administrative and instructional settings and activities involving technical and specialized subject matter and vocabulary; supports the professional development of Education Interpreter staff by providing and/or coordinating professional development opportunities; coordinates staff assignments to ensure interpretation services are provided to students.

REPRESENTATIVE DUTIES:

The following duties are examples of assignments performed by incumbents in this classification. It is not a totally comprehensive list of duties, nor is it restrictive regarding job assignments.

ESSENTIAL DUTIES:

Performs specialized duties requiring the application of, and proficiency in, accepted and designated sign languages such as American Sign Language (ASL), Contact-Sign Language (PSE), Signing Exact English (SEE), and finger spelling.

Provides interpreting services to facilitate communication, in administrative and instructional settings and activities involving specialized subject matter and vocabulary; uses specialized signs; accommodates consumer requests for varied language preferences; interprets fast spoken material.

Provides interpretation and translation services for staff of the DHH program, including participation in meetings with staff, teams, and administration.

Coordinates staffing to ensure interpreting needs for students are met; assigns teams to provide interpreter services to students participating in extra-curricular activities; monitors daily staffing levels to ensure proper coverage.

Adheres to the Registry of Interpreters for the Deaf (RID) and National Association of Interpreters in Education (NAIE) code of professional conduct.

Recognizes and adjusts language to match the assigned DHH students/staff’s preferred language and language mode to ensure that the student comprehends the interpretation.

Researches specific terminology and signs appropriate to classroom material and lectures.
Serves as a resource to students and staff on appropriate use of interpreting services; serves as a positive liaison between DHH program participants and non-program participants; trains certificated and other staff members in simple signing methods as directed; enhances communications between students.

Renders the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.

Interpreters are expected to honor consumer preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation; consider consumer requests or needs regarding language preferences and render the message accordingly (interpreted or transliterated). Approach consumers with a professional demeanor at all times. Facilitate communication access and equality and support the full interaction and independence of consumers.

Supports the professional development of Education Interpreters by providing coaching and guidance; provides and/or coordinates professional education opportunities for interpreter staff.

Trains and evaluates the performance of assigned staff; interviews and selects employees and recommends transfers, reassignments, terminations, and disciplinary actions.

Interprets/transliterates mainstream and self-contained classroom lectures, group discussions, movies, plays, videotapes, audio recording, guest speakers, general classroom instruction and extra-curricular activities.

Interprets/transliterates informal conversations, telephone calls, and other verbal communications for assigned DHH students/staff.

Interprets/transliterates for assigned student(s), staff, and parents at extracurricular activities, meetings, student orientations, workshops, and other related events.

Orients substitute staff to classroom routines and procedures and individual student's needs as necessary.

Participates in ongoing professional development.

Assists students in learning/practicing appropriate living/social skills and behaviors such as safety procedures, communication skills, independence, decision-making, and problem-solving techniques necessary for mainstreaming and life skills as needed.

Prepares, designs, and develops instructional materials to assist students in a learning environment under the direction of a certificated teacher as needed.

May tutor and assist students in the DHH program, individually or in groups, in academic or elective subjects; may assist teachers in self-contained classroom with instruction as assigned.
May accompany students to and from means of transportation, including the supervision of students while loading and unloading buses; supervises students during student unstructured time, including recess, breaks, lunch, between classes and before and after school.

Observes students in the DHH program on day-to-day basis; provides feedback to staff as necessary.

May operate specialized communication equipment for students in the DHH program.

OTHER DUTIES:
Performs related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
Various modes of sign language, finger spelling, and gestures as required by assignment, including American Sign Language (ASL), Contact Sign Language (PSE), Signing Exact English (SEE) and American Manual Alphabet (finger spelling).
Specialized Signs.
Team interpreting.
Registry of Interpreters for the Deaf (RID) Code of Professional conduct.
Basic child guidance principles and effective management techniques.
Basic social and emotional needs and challenges associated with students who are DHH.
Demonstrated knowledge of Deaf Culture.
Principles and practices of supervision and training.
Effective record-keeping practices and procedures.
Proper English usage, spelling, grammar, and punctuation.
Interpersonal skills using tact, patience and courtesy.
Oral and written communication skills.
Operation of a computer and assigned software.

ABILITY TO:
Effectively and accurately interpret/transliterate classroom lectures/instruction/discussion, videos and other related activities using sign language/voice and appropriate vocabulary.
Train and evaluate the performance of assigned staff.
Direct personnel to assure proper and timely completion of duties.
Produce an English interpretation at a speed required by the assignment, e.g., classroom, conference, small group meeting, and/or one-on-one meeting.
Team interpret in a mainstream environment providing support as needed.
Understand and follow both oral and written instructions.
Understand the basic social and emotional needs associated with students who are DHH.
Demonstrated ability to be a highly energetic, self-directed, self-starting, creative individual.
Ability to handle multiple programs and projects simultaneously.
Work effectively in a highly fast-paced and labor-intensive environment.
Knowledge and experience working with higher education institutions. Accurately analyze situations and adopt an effective course of action under established guidelines. Operate standard office and specialized equipment including a desktop computer, copier, and communications equipment. Organize and direct operation and activities in support of assigned department. Analyze situations accurately and adopt an effective course of action. Effectively communicate in both oral and written forms. Establish and maintain effective work relationships with those contacted in the performance of required duties. Establish and maintain effective working relationships with community partners, staff, funding representatives and participants of diverse ethnic; cultural, and socioeconomic backgrounds.

LEADERSHIP TEAM COMPETENCIES:
Develops and fosters effective individuals and teams. Operationalizes the organizational vision, mission, goals, shared values, and guiding principles. Demonstrates emotional intelligence. Models inclusive, effective, and authentic communication. Applies knowledge of the intersectionality of race, equity, and inclusion. Builds and sustains positive, trusting relationships. Conducts SCCOE operations with the highest moral, legal, and ethical principles.

EDUCATION AND EXPERIENCE:

- Graduation from an interpreter training program and/or relevant documented interpreting experience;
- Possession of a current certification issued by RID;
- A score of 4.5 or above on the Educational Interpreter Performance Assessment (EIPA) in Elementary and Secondary assessment within two years of employment;
- Five years’ experience interpreting, including two years at the administrative level, as well as three years in the field of education, including experience interpreting for a broad range of levels from the preschool classroom to high school level.

LICENSES AND OTHER REQUIREMENTS:
Valid California driver’s license

WORKING CONDITIONS:

ENVIRONMENT:
Indoor and outdoor environments.

PHYSICAL DEMANDS:
Hearing and speaking to exchange information.
Seeing to perform assigned duties.
Sitting or standing for extended periods of time.
Dexterity of hands and fingers to effectively sign, operate special equipment and perform the duties of the position.
Kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally.
Lifting light objects.

Approved by the Personnel Commission: February 9, 2022
Revised: 7/13/22, 10/12/22

Marisa Perry
Director III – HR / Classified Personnel Services
Date: 10/12/22
SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: ADMINISTRATIVE INTERPRETER

BASIC FUNCTION:

Under the direction of an assigned supervisor, performs highly specialized interpretation and translation services for staff in the Deaf and Hard of Hearing (DHH) program; serves as a member of the educational team; provides interpreting services to facilitate communication, in administrative and instructional settings and activities involving technical and specialized subject matter and vocabulary; supports the professional development of Education Interpreter staff by providing and/or coordinating professional development opportunities; coordinates staff assignments to ensure interpretation services are provided to students.

REPRESENTATIVE DUTIES:

The following duties are examples of assignments performed by incumbents in this classification. It is not a totally comprehensive list of duties, nor is it restrictive regarding job assignments.

ESSENTIAL DUTIES:

Performs specialized duties requiring the application of, and proficiency in, accepted and designated sign languages such as American Sign Language (ASL), Contact Sign Language (PSE), Signing Exact English (SEE), and finger spelling.

Provides interpreting services to facilitate communication, in administrative and instructional settings and activities involving specialized subject matter and vocabulary; uses specialized signs; accommodates consumer requests for varied language preferences; interprets fast spoken material.

Provides interpretation and translation services for staff of the DHH program, including participation in meetings with staff, teams, and administration.

Coordinates staffing to ensure interpreting needs for students are met; assigns teams to provide interpreter services to students participating in extra-curricular activities; monitors daily staffing levels to ensure proper coverage.

Adheres to the Registry of Interpreters for the Deaf (RID) and National Association of Interpreters in Education (NAIE) code of professional conduct.

Recognizes and adjusts language to match the assigned DHH students/staff’s preferred language and language mode to ensure that the student comprehends the interpretation.

Researches specific terminology and signs appropriate to classroom material and lectures.
Serves as a resource to students and staff on appropriate use of interpreting services; serves as a positive liaison between DHH program participants and non-program participants; trains certificated and other staff members in simple signing methods as directed; enhances communications between students.

Renders the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.

Interpreters are expected to honor consumer preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation; consider consumer requests or needs regarding language preferences and render the message accordingly (interpreted or transliterated). Approach consumers with a professional demeanor at all times. Facilitate communication access and equality and support the full interaction and independence of consumers.

Supports the professional development of Education Interpreters by providing coaching and guidance; provides and/or coordinates professional education opportunities for interpreter staff.

Trains and evaluates the performance of assigned staff; interviews and selects employees and recommends transfers, reassignments, terminations, and disciplinary actions.

Interprets/transliterates mainstream and self-contained classroom lectures, group discussions, movies, plays, videotapes, audio recording, guest speakers, general classroom instruction and extra-curricular activities.

Interprets/transliterates informal conversations, telephone calls, and other verbal communications for assigned DHH students/staff.

Interprets/transliterates for assigned student(s), staff, and parents at extracurricular activities, meetings, student orientations, workshops, and other related events.

Orients substitute staff to classroom routines and procedures and individual student’s needs as necessary.

Participates in ongoing professional development.

Assists students in learning/practicing appropriate living/social skills and behaviors such as safety procedures, communication skills, independence, decision-making, and problem-solving techniques necessary for mainstreaming and life skills as needed.

Prepares, designs, and develops instructional materials to assist students in a learning environment under the direction of a certificated teacher as needed.

May tutor and assist students in the DHH program, individually or in groups, in academic or elective subjects; may assist teachers in self-contained classroom with instruction as assigned.
May accompany students to and from means of transportation, including the supervision of students while loading and unloading buses; supervises students during student unstructured time, including recess, breaks, lunch, between classes and before and after school.

Observes students in the DHH program on day-to-day basis; provides feedback to staff as necessary.

May operate specialized communication equipment for students in the DHH program.

OTHER DUTIES:
Performs related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
Various modes of sign language, finger spelling, and gestures as required by assignment, including American Sign Language (ASL), Contact Sign Language (PSE), Signing Exact English (SEE) and American Manual Alphabet (finger spelling).
Specialized Signs.
Team interpreting.
Registry of Interpreters for the Deaf (RID) Code of Professional conduct.
Basic child guidance principles and effective management techniques.
Basic social and emotional needs and challenges associated with students who are DHH.
Demonstrated knowledge of Deaf Culture.
Principles and practices of supervision and training.
Effective record-keeping practices and procedures.
Proper English usage, spelling, grammar, and punctuation.
Interpersonal skills using tact, patience and courtesy.
Oral and written communication skills.
Operation of a computer and assigned software.

ABILITY TO:
Effectively and accurately interpret/transliterate classroom lectures/instruction/discussion, videos and other related activities using sign language/voice and appropriate vocabulary.
Train and evaluate the performance of assigned staff.
Direct personnel to assure proper and timely completion of duties.
Produce an English interpretation at a speed required by the assignment, e.g., classroom, conference, small group meeting, and/or one-on-one meeting.
Team interpret in a mainstream environment providing support as needed.
Understand and follow both oral and written instructions.
Understand the basic social and emotional needs associated with students who are DHH.
Demonstrated ability to be a highly energetic, self-directed, self-starting, creative individual.
Ability to handle multiple programs and projects simultaneously.
Work effectively in a highly fast-paced and labor-intensive environment.
Knowledge and experience working with higher education institutions.
Accurately analyze situations and adopt an effective course of action under established guidelines.
Operate standard office and specialized equipment including a desktop computer, copier, and communications equipment.
Organize and direct operation and activities in support of assigned department.
Analyze situations accurately and adopt an effective course of action.
Effectively communicate in both oral and written forms.
Establish and maintain effective work relationships with those contacted in the performance of required duties.
Establish and maintain effective working relationships with community partners, staff, funding representatives and participants of diverse ethnic; cultural, and socioeconomic backgrounds.

LEADERSHIP TEAM COMPETENCIES:
Develops and fosters effective individuals and teams.
Operationalizes the organizational vision, mission, goals, shared values, and guiding principles.
Demonstrates emotional intelligence.
Models inclusive, effective, and authentic communication.
Applies knowledge of the intersectionality of race, equity, and inclusion.
Builds and sustains positive, trusting relationships.
Conducts SCCOE operations with the highest moral, legal, and ethical principles.

EDUCATION AND EXPERIENCE:

- Graduation from an interpreter training program and/or relevant documented interpreting experience;
- Possession of a current certification issued by RID;
- A score of 4.5 or above on the Educational Interpreter Performance Assessment (EIPA) in Elementary and Secondary assessment, and a score of 4.5 or above on both the Elementary and Secondary assessment within two years of employment;
- Five years’ experience interpreting, including three years at the administrative level, and two years in the field of education, including experience interpreting for a broad range of levels from the preschool classroom to high school level.

LICENSES AND OTHER REQUIREMENTS:
Valid California driver’s license

WORKING CONDITIONS:

ENVIRONMENT:
Indoor and outdoor environments.

PHYSICAL DEMANDS:
Hearing and speaking to exchange information.
Seeing to perform assigned duties.
Sitting or standing for extended periods of time.
Dexterity of hands and fingers to effectively sign, operate special equipment and perform the duties of the position.
Kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally.
Lifting light objects.

Approved by the Personnel Commission: February 9, 2022
Revised: 7/13/22, 10/12/22

Marisa Perry
Date: 7/13/22, 10/12/22
Director III – HR / Classified Personnel Services
AGENDA ITEM VI – D (NEW BUSINESS – INFORMATION)
ANNOUNCEMENT OF THE INTENDED JOINT APPOINTEE
TO THE PERSONNEL COMMISSION

BACKGROUND

The Personnel Commission is comprised of three appointed members. The three appointed positions are the Board of Education/Superintendent Appointee, the Classified Employee Appointee, and the Joint Appointee, who is appointed by the first two Appointees. Education Code Section 45246 and Merit Rule 4.04, stipulate that the commissioner representing the Superintendent/Board of Education and the commissioner representing the classified employees shall publicly announce the name of the person they intend to appoint or reappoint. This is done in a two-step process. (1) At the September Personnel Commission Meeting, both commissioners announce their intended appointee(s), then (2) 30 days, or more, later, a public hearing is held to consider the proposed appointee(s).

The Personnel Commissioner terms are for three years.

RECOMMENDATION

It is recommended the Personnel Commission announce the intended Joint Appointee(s) to the Personnel Commission for consideration during a public hearing, at the November 2022 Personnel Commission Meeting.

1. The announcement shall be effective October 12, 2022
AGENDA ITEM VI – E (NEW BUSINESS – ACTION)
APPROVAL OF ELIGIBILITY LISTS

BACKGROUND

The Director – Human Resources / Classified Personnel Services is responsible for preparing eligibility lists containing the names of eligible persons who have successfully passed required examinations and are available to accept employment in the classified service of the Santa Clara County Office of Education. The names of eligible persons have been arranged on each eligibility list in accordance with its examination rules.

RECOMMENDATION

The Director – Human Resources / Classified Personnel Services respectfully recommends the Personnel Commission approve and/or ratify the following eligibility lists:

<table>
<thead>
<tr>
<th>#</th>
<th>CLASSIFICATION</th>
<th>ELIGIBLE LIST DATE</th>
<th>UNIT</th>
<th># OF ELIGIBLE</th>
<th># OF RANKS</th>
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<td>2</td>
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<td>9</td>
<td>Manager - Research Evaluation &amp; Planning</td>
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AGENDA ITEM VI – F (NEW BUSINESS – INFORMATION)

INFORMATION RECEIVED
MONTHLY VACANCY STATUS REPORT

BACKGROUND

A monthly report is provided to the Commissioners outlining the vacancy requests since the previous Personnel Commission meeting. The report is updated on an on-going basis, between Personnel Commission meetings. Enclosed, please find the Monthly Vacancy Status Report. This item is informational only.
<table>
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<tr>
<th>#</th>
<th>PC#</th>
<th>CLASSIFICATION</th>
<th>DEPARTMENT/SCHOOL SITE</th>
<th>STAFF</th>
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<th>TENTATIVE START DATE</th>
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