

**PUBLIC NOTICE  
PERSONNEL COMMISSION AGENDA  
REGULAR MEETING #556  
JANUARY 21, 2026, 10:00 A.M.  
BOARD ROOM**

- I. CALL TO ORDER**
  
- II. ROLL CALL**  
President – Denise Coleman  
Vice President – Tomara Hall  
Member – Rod Adams
  
- III. ORGANIZATION OF THE COMMISSION FOR THE 2026 TERM**
  
- IV. APPROVAL OF AGENDA #556 – January 21, 2026 .....ACTION**
  
- V. APPROVAL OF MINUTES**  
A. Regular Meeting #555 – December 10, 2025 .....ACTION
  
- VI. HEARING OF PERSONS DESIRING TO ADDRESS THE COMMISSION**  
At this time, members of the public may address the Commission on any issue within the subject matter jurisdiction of the Commission that is not listed on this agenda.
  
- VII. NEW BUSINESS**  
  
A. Approval / Ratification of Eliminating Classification Specifications.....ACTION  
  
B. Approval / Ratification of Classification Specification Revision and Retitling. ....ACTION  
a. Manager - Early Learning Initiatives  
  
C. Approval / Ratification of Classification Specification Revision.....ACTION  
a. Home Visiting Specialist - Early Head Start - Restricted  
  
D. Approval / Ratification of Classification Specification Revision.....ACTION  
a. School Climate Specialist  
  
E. Approval / Ratification of Establishing and/or Extending Eligibility Lists .....ACTION  
  
F. Monthly Vacancy Status Report..... INFORMATION
  
- VIII. SECRETARY’S REPORT**
  
- IX. FUTURE MEETINGS OR DISCUSSION ITEMS (Next Meeting: February 11, 2026)**
  
- X. ADJOURNMENT**

*NOTE: This agenda will be posted on 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 that 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.*

**PERSONNEL COMMISSION  
REGULAR MEETING #555  
DECEMBER 10, 2025, 10:00 A.M.  
UNAPPROVED MINUTES**

**I. CALL TO ORDER**

The meeting was called to order by President Rod Adams at 10:07 a.m.

**II. ROLL CALL**

MEMBERS PRESENT	STAFF PRESENT
Rod Adams, President	Marisa Perry
Denise Coleman, Vice President	Yasmeen Husain
Tomara Hall, Member	Alice Serraoon
	Shahana Shah

OTHERS PRESENT	
Angela Ballou	Jessica Simpson

**III. APPROVAL OF AGENDA**

**MOTION #555-1:** The Commission approved Agenda #555, December 10, 2025, moved by Ms. Denise Coleman, and seconded by Mr. Rod Adams.

**MOTION #555-1:** carried unanimously.

**IV. APPROVAL OF MINUTES**

**MOTION #555-2:** The Commission approved the Minutes for the Regular Personnel Commission Meeting #554, November 12, 2025, moved by Mr. Rod Adams, and seconded by Ms. Denise Coleman.

**MOTION #555-2:** carried unanimously.

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

None

**VI. NEW BUSINESS**

**A. Oath of Office – Rod Adams**

Ex-Officio Secretary Marisa Perry, Director III-HR/Classified Personnel Services, administered the Oath of Office to Mr. Rod Adams. A signed copy of the Oath of Office is on file.

**B. Approval of Classification Specification Revision and Retitling**

**MOTION #555-3:** The Commission approved revising the classification specification and retitling the classification Senior Legislative and Policy Analyst to Legislative and Policy Analyst, moved by Mr. Rod Adams, and seconded by Ms. Denise Coleman.

**MOTION #555-3:** carried unanimously.

**C. Approval/Ratification of Establishing and/or Extending Eligibility Lists**

**MOTION #555-4:** The Commission approved and/or ratified the Eligibility Lists listed within Personnel Commission Agenda #555, moved by Ms. Denise Coleman, and seconded by Ms. Tomara Hall.

**MOTION #555-4:** carried unanimously.

**D. Monthly Vacancy Status Report – December 10, 2025**

Director Perry reported on the Monthly Vacancy Status and positions filled. The Commission accepted the report as delivered.

**VII. SECRETARY'S REPORT**

Director Perry reported the following:

- Recruitment activity has increased, and the department continues to receive Requests to Fill for vacant positions.
- The team is updating our process documentation.
- Work on the classification study is ongoing. Director Perry provided an update on the status and the steps the team is taking to complete the process.

Rod Adams noted that an upcoming agenda will include a discussion on the organization of the Personnel Commission and provided an overview of how this was handled in the past.

**VIII. FUTURE MEETINGS OR DISCUSSION ITEMS**

The next Personnel Commission regular meeting is scheduled for Wednesday, January 21, 2026, at 10:00 a.m.

**IX. ADJOURNMENT**

The meeting adjourned at 10:18 a.m.

Respectfully submitted,



Marisa Perry  
Ex-Officio Secretary, Personnel Commission

## **AGENDA ITEM VII – A (NEW BUSINESS – ACTION)**

### **APPROVAL / RATIFICATION OF ELIMINATING CLASSIFICATION SPECIFICATIONS**

#### **BACKGROUND**

A review was conducted of classification specifications with no current incumbents. This review included identifying the most recent date each classification was filled, determining whether the classification had ever been filled, and consulting with division and department leadership to confirm whether they anticipated a need to fill these classifications in the future.

This review was conducted to ensure that only active and relevant classifications are reflected on the salary schedules and published on the organization's website.

Below is the list of classification specifications recommended for elimination.

#### **Summary Report**

<b>CLASSIFICATION</b>
Accountant, Senior
Associate Teacher - Early Learning Center
Associate Teacher - Educare
Associate Teacher - Infant/Toddler
Associate Teacher, Infant/Toddler - Educare
Associate Teacher, Infant/Toddler - Early Learning Center
Communications/Staff Liaison
Computer Operator
Computer Operator - Senior
Conference Center Coordinator
Digital Media Operations Specialist
Educare Family Engagement Specialist
Education Associate - Behavioral Assistant
Education Program Coordinator, Vocational Services
Eligibility Enrollment Specialist
Employment Support Specialist
Family Support Specialist
Fiscal Technician
Food Service Assistant/Delivery Driver
Foster Youth Services Liaison
Grant Writer/Research Analyst, Senior
Head Start Compliance Monitor - Restricted

Homeless Youth Specialist
Instructional Materials Technician
Job Development Coordinator
Job Training Specialist
LPC Administrative Specialist
Maintenance Custodian
Maintenance Mechanic
Maintenance Person - Lead
Mental Health School Wellness Specialist I
Mental Health School Wellness Specialist II
Occupational Therapist I-Early Learning Intervention (ACS)
Occupational Therapist II-Early Learning Intervention (ACS)
Paraeducator-Program Support
Preschool Site Coordinator - Early Learning Services
Print Production/Staff Liaison
School Site Technology Support Specialist
SELPA Data Specialist
Special Education Specialist
Special Needs Attendant
Student Assessment Technician, Senior
Teacher Assistant - Educare
Teacher Assistant II-Restricted
Warehouse Person, Lead
Web Master, Lead

#### **RECOMMENDATION**

1. Approve elimination of classification specifications listed in the above Summary Report
2. Approval shall be effective January 21, 2026

## **AGENDA ITEM VII – B (NEW BUSINESS – ACTION)**

### **APPROVAL / RATIFICATION OF CLASSIFICATION SPECIFICATION REVISION AND RETITLING**

#### **BACKGROUND**

The Executive Services Division proposes revising the Manager - Early Learning Initiatives position and retitling to Director I - Education Initiatives & Policies to better reflect the current needs of the division and the work that will be performed.

This position was last updated on August 9, 2023, at which time revisions were made to the duties and the classification was retitled from Director I - Strong Start to Manager - Early Learning Initiatives. As the work and priorities of the division/department continue to evolve, the proposed revisions reflect a broader scope of responsibility by removing references that limit the work to specific programs and initiatives and by better aligning the classification with an increased emphasis on policy development and program coordination. Retitling the position back to Director I more accurately reflects the level and complexity of the work to be performed.

A copy of the classification specification is enclosed.

#### **Summary Report**

<b>Classification</b>	<b>Revisions</b>
<ul style="list-style-type: none"><li>• Manager - Early Learning Initiatives</li></ul>	<ul style="list-style-type: none"><li>• Retitle to: Director I - Education Initiatives &amp; Policies</li><li>• Revisions to: Basic Function, Essential Duties, Knowledge and Abilities</li><li>• Update to minimum qualifications</li><li>• Update formatting including the addition of standard language regarding Disaster Services Workers</li></ul>

#### **RECOMMENDATION**

1. Approve revising and retitling the following classification specification:
  - a. Director I - Education Initiatives & Policies
2. Approval shall be effective January 21, 2026

**SANTA CLARA COUNTY OFFICE OF EDUCATION**  
**Personnel Commission**

**CLASS TITLE: DIRECTOR I - EDUCATION INITIATIVES & POLICIES**

**BASIC FUNCTION:**

Under the direction of an assigned supervisor, plans, organizes, and directs assigned projects, priorities, and research initiatives including education initiatives and policies; manages the day-to-day activities and communications for the initiatives, projects, and policies; serves in an advisory capacity to the County Superintendent, the Superintendent's Cabinet and County Office personnel; manages the development and implementation of partnerships between the County Office, community and other organizations in furtherance of County Office goals; manages projects with internal and/or external partners; manages related policy and advocacy efforts of the County Office as directed; supports general policy review, development, and administrative program functions as assigned; supervises and evaluates the performance of assigned personnel.

**REPRESENTATIVE DUTIES:**

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

**ESSENTIAL DUTIES:**

- Plans, organizes, and directs advocacy and research initiatives and projects; coordinates activities including developing and implementing work plans and coordinating with multiple agencies, programs/program directors and stakeholders to support organizational priorities, policy, or administrative program matters as assigned.
- Attends and conducts a variety of meetings with program directors, management of outside agencies, community leaders, government officials, partners and others as needed; represents the Department and Office at various meetings, functions, conference calls or other activities as requested including meetings connected to policy development, governance, or administrative program matters.
- Develops project plans; establishes goals, builds consensus, identifies metrics and modes of data collection; identifies resources needed and related activities in the development of project strategies aligned to organizational priorities, policy, or operational objectives as appropriate.
- Establishes and nurtures partnerships and engagement with outside organizations, (e.g., school districts, philanthropies, public policy groups, stakeholder organizations, charter management organizations, universities) including partners involved in general governance, policy, or administrative program topics.

- Supports the public policy, administrative and legislative efforts of the Department and Office in collaboration with Government Relations and as directed; assists with general policy updates, procedural communication, or Education Code–related inquiries as needed.
- Provides technical expertise, information and assistance regarding the status of initiatives and related matters; responds to general policy, governance, or regulatory questions as appropriate.
- Supervises and evaluates the performance of assigned staff; interviews and selects employees and recommends transfers, reassignment, termination and disciplinary actions.
- Conducts research, writes reports, prepares slide decks and other documents regarding education initiatives including childcare for dissemination and publication, and prepares general narrative or statistical reports that support organizational planning, policy development, or administrative programs.
- Supports the implementation of projects; tracks and reports progress and prepares regular updates; contributes to related organizational planning, evaluation, or operational efforts as assigned.
- Conducts and attends a variety of meetings as assigned; proposes agenda items, secures speakers, and engages with partner groups; participates in committees as assigned.
- Collaborates as a member of assigned internal and external committees.
- Monitors cross-departmental implementation of initiatives to maintain efficiency, quality, and alignment with organizational goals.
- Provides timely responses and assistance to support effective collaboration, advocacy and communications, including communication regarding policies, procedures, or Education Code–aligned guidance as needed.
- Participates in the preparation and monitoring of a diverse operations budget as assigned; applies and observes appropriate fiscal controls.
- Advises on high-level operational decisions and sensitive matters requiring discretion and sound judgment.
- Operates a computer and assigned software programs; operates other office equipment as assigned; drives a vehicle to conduct work as assigned.

**OTHER DUTIES:**

- Performs other duties as assigned.

**KNOWLEDGE, ABILITIES AND COMPETENCIES:****KNOWLEDGE OF:**

- Planning, organization and direction of County Office programs and operations.
- Federal and State early learning policy issues.



- Federal, State and local political processes/concerns.
- Applicable laws, codes, regulations, policies and procedures including general Education Code concepts relevant to policy and administrative programs.
- Research and evaluation design and procedures.
- Budget preparation and control.
- Oral and written communication skills.
- Principles and practices of administration, supervision and training.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.

**ABILITY TO:**

- Plan, organize, control and direct priorities
- Direct and evaluate the performance of assigned staff.
- 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.

**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 understanding of how identities and experiences influence access and opportunity to inform practices and decisions.
- Builds and sustains positive, trusting relationships.
- Conducts SCCOE operations with the highest moral, legal, and ethical principles.

**EDUCATION AND EXPERIENCE:**Any combination equivalent to:

- Master's degree in research and development, educational administration, public policy, public administration, business administration or a related field, and
- Four years of related experience in organizational operations, policy analysis, government relations, including experience in project management and including at least three years at the supervisory level.

**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.

**HAZARDS:**

- Slipping, tripping, falling.
- Ergonomic injuries, repetitive motion injuries, eye strain.
- Indoor air pollution

**Disaster Service Worker**

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law. Ca. Gov. Code § 3100

Approved by Personnel Commission: June 10, 2015

Revised: 8/9/23, 1/21/26



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Marisa Perry  
Director III – HR / Classified Personnel Services

Date: 1/21/26

**SANTA CLARA COUNTY OFFICE OF EDUCATION**  
**Personnel Commission**

**CLASS TITLE: ~~MANAGER-DIRECTOR I -~~ EARLY LEARNING EDUCATION INITIATIVES & POLICIES**

**BASIC FUNCTION:**

Under the direction of an assigned supervisor, plans, organizes, and directs ~~early learning advocacy and assigned projects, priorities, and~~ research initiatives including ~~the Strong Start Initiative~~education initiatives and policies; manages the day-to-day activities and communications for the ~~initiative~~initiatives, projects, and policies; serves in an advisory capacity to the County Superintendent, the Superintendent's Cabinet and County Office personnel; manages the development and implementation of partnerships between the County Office, community and other organizations in furtherance of County Office goals; manages projects with internal and/or external partners; manages related policy and advocacy efforts of the County Office ~~in collaboration with the office work of Government Relations and as directed by the County Superintendent assigned supervisor~~ ;supports general policy review, development, and administrative program functions as assigned; supervises and evaluates the performance of assigned personnel.

**REPRESENTATIVE DUTIES:**

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

**ESSENTIAL DUTIES:**

Plans, organizes, and directs ~~early learning~~ advocacy and research initiatives and projects ~~including the Strong Start Initiative~~; coordinates activities including developing and implementing work plans and coordinating with multiple agencies, programs/program directors and stakeholders to support organizational priorities, policy, or administrative program matters as assigned.

Attends and conducts a variety of meetings with program directors, management of outside agencies, community leaders, government officials, partners and others as needed; represents the Department and Office at various meetings, functions, conference calls or other activities as requested including meetings connected to policy development, governance, or administrative program matters.

Develops project plans; establishes goals, builds consensus, identifies metrics and modes of data collection; identifies resources needed, and related activities in the development of project strategies aligned to organizational priorities, policy, or operational objectives as appropriate.

Establishes and nurtures partnerships and engagement with outside organizations, (e.g., school districts, philanthropies, public policy groups, stakeholder organizations, charter management organizations, universities) including partners involved in general governance, policy, or administrative program topics.

Supports the public policy, administrative and legislative ~~advocacy~~ efforts of the Department and Office in collaboration with ~~the office of~~ Government Relations and as directed; ~~by the County Superintendent.~~

~~and~~ assists with general policy updates, procedural communication, or Education Code–related inquiries as needed.

Provides technical expertise, information and assistance regarding early learning ~~the status of~~ initiatives ~~status~~ and related matters; ~~and~~ responds to general policy, governance, or regulatory questions as appropriate.

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

Conducts research, writes reports, prepares slide decks and other documents regarding ~~the status of early care and~~ education initiatives including childcare for dissemination and publication and prepares general narrative or statistical reports that support organizational planning, policy development, or administrative programs.

Supports the implementation of ~~the Early Learning Master Plan~~ projects; tracks and reports progress, and prepares regular updates; ~~and~~ contributes to related organizational planning, evaluation, or operational efforts as assigned to the plan.

Conducts and attends a variety of meetings as assigned; Coordinates the regular convening of the members of the Strong Start coalition, stakeholders, proposing agenda items, securing speakers, and engaging es with partner coalition members groups; for meaningful engagement and participates in convenings or committees related to policy, governance, or administrative programs. ~~as assigned~~

Collaborates as a member of assigned internal and external committees.

Monitors cross-departmental implementation of initiatives to maintain efficiency, quality, and alignment with organizational goals.

Provides timely responses and assistance to support effective collaboration, advocacy and communications including communication regarding policies, procedures, or Education Code–aligned guidance as needed.

Participates in the preparation and monitoring of a diverse operations budget as assigned; applies and observes appropriate fiscal controls.

Advises on high-level operational decisions and sensitive matters requiring discretion and sound judgment.

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

#### OTHER DUTIES:

Performs ~~related~~ duties as assigned.

#### KNOWLEDGE AND ABILITIES:

#### KNOWLEDGE OF:

Planning, organization and direction of ~~County Office programs and operations.~~~~the Strong Start Project.~~  
~~County Office early learning programs and operations.~~

Federal and State early learning policy issues.

Federal, State and local political processes/concerns.

Applicable laws, codes, regulations, policies and procedures including general Education Code concepts relevant to policy and administrative programs.

Research and evaluation design and procedures.

Budget preparation and control.

Oral and written communication skills.

Principles and practices of administration, supervision and training.

Interpersonal skills using tact, patience and courtesy.

Operation of a computer and assigned software.

#### ABILITY TO:

Plan, organize, control and direct the priorities ~~for the Strong Start Project~~education initiatives and policies.

Direct and evaluate the performance of assigned staff.

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.

#### 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.

Applies understanding of how identities and experiences influence access and opportunity to inform practices and decisions.

Builds and sustains positive, trusting relationships.

Conducts SCCOE operations with the highest moral, legal, and ethical principles.

#### EDUCATION AND EXPERIENCE:

*Any combination equivalent to:*

- Master's degree in research and development, educational administration, ~~educational~~ public policy, public administration, business administration or a related field and
- Four years of related experience in organizational operations, policy analysis, government relations, including experience in project management and including at least three years at the supervisory level.

~~Any combination equivalent to: Master's degree in research and development, educational administration, educational public policy or a related field and four years of related experience.~~

**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.

**HAZARDS:**

- Slipping, tripping, falling.
- Ergonomic injuries, repetitive motion injuries, eye, strain.
- Indoor air pollution

**Disaster Service Worker**

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law. Ca. Gov. Code § 3100

Approved by Personnel Commission: June 10, 2015

Revised: 8/9/23



Marisa Perry  
Director III – HR / Classified Personnel Services

Date: 8/9/23



**AGENDA ITEM VII – C (NEW BUSINESS – ACTION)**

**APPROVAL / RATIFICATION OF  
CLASSIFICATION SPECIFICATION REVISION**

**BACKGROUND**

The Early Learning Services department proposes revising the Home Visiting Specialist – Early Head Start - Restricted position clarify and more explicitly state minimum qualification requirements.

A copy of the classification specification is enclosed.

**Summary Report**

Classification	Revisions
<ul style="list-style-type: none"><li>• Home Visiting Specialist - Early Head Start - Restricted</li></ul>	<ul style="list-style-type: none"><li>• Update to minimum qualifications</li><li>• Update formatting including the addition of standard language regarding Disaster Services Workers</li></ul>

**RECOMMENDATION**

1. Approve revising and retitling the following classification specification:
  - a. Home Visiting Specialist - Early Head Start - Restricted
2. Approval shall be effective January 21, 2026



**SANTA CLARA COUNTY OFFICE OF EDUCATION**  
**Personnel Commission**

**CLASS TITLE: HOME VISITING SPECIALIST - EARLY HEAD START - RESTRICTED**

**BASIC FUNCTION:**

Under assigned supervision, the Home Visiting Specialist - Early Head Start - Restricted is responsible for providing intensive and comprehensive child development and family support services to enhance the physical, social, emotional, and intellectual development of participating children. The Home Visiting Specialist - Early Head Start - Restricted promotes positive parent-child interactions and provides resources to parents in a home-based setting to support parents in their roles. The Home Visiting Specialist - Early Head Start - Restricted is also responsible for coordinating and leading socialization sessions with groups of children and their families.

**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/TYPICAL DUTIES:**

- Provides in-home instruction and group socialization experiences for parents and children to enhance the parents' ability to fill the role of primary nurturer for their child.
- Plans and implements quality and developmentally appropriate educational experiences for children enrolled in either a center-based or home-based Early Head Start Program.
- Conducts the required number of home visits with families in assigned caseload.
- Plans, facilitates, promotes, and reinforces parent involvement in classroom and home-based education programs, providing an atmosphere of trust and competence.
- Administers developmental screening and assessments for each child and administers or facilitates completion of family strengths and needs assessments within required timelines.
- Facilitates completion of health and nutrition screenings within required timelines; works with parents and the Health Services Coordinator to ensure that all immunizations and other medical and dental follow-up is complete; serves as a role model for health, safety, and hygiene practices, providing first aid when necessary.
- Develops and implements the Individual Development Plan for each child, parent, and family, within 45 days of enrollment.
- Assists families in developing the Individual Family Development Plan (Family Partnership Agreements) to meet objectives related to the goals and strategies of children and families.

- Coordinates or facilitates Family Plan activities with other organizations, agencies or individuals involved in providing services to the family.
- Attends IFSP meetings and parent/teacher conferences including case management meetings, as necessary.
- Makes appropriate referrals for early intervention services in the areas of behavioral or learning problems for enrolled children.
- Provides resources, information, and/or referrals for families in the following areas: mental health, childcare, substance abuse treatment, education, employment training, income support, transportation, pregnancy, health needs, safety, nutrition, and other topics requested by the family.
- Actively involves parents in screenings, assessments, planning for home visits and socializations, evaluation of EHS services and encourages parent participation in the Policy Council, Health Services Advisory and other Head Start committees.
- Coordinates with parents to ensure well-child exams, immunizations, health screenings and nutrition assessment are complete and necessary follow-up occurs.
- Develops family partnership agreements and conducts developmental screenings with the parent.
- Completes observations, assessments and other Head Start/Early Head Start related paperwork.
- Inputs data for program analysis to comply with Head Start/Early Head Start requirements.
- Assists and supports families in locating resources, scheduling appointments, and providing support to families.
- Provides modeling, observations, and activities that the parent can duplicate in the home that encourages developmentally appropriate activities for the changing needs of young children.
- In partnership with parents, presents activities for parent/child interactions, which reflect both HS and EHS mandated elements in a culturally sensitive manner.
- Analyzes, interprets, and makes recommendations related to children's records, lesson plans and other data for purpose of planning, evaluating, and improving services for children.
- Meets regularly with other EHS Early Head Start content experts, parents, partners, and other programs to ensure effective planning and implementation of transition activities.
- Assists families in developing an educational transition plan for children turning three.
- Ensures compliance by interpreting policies and procedures to parents of children in transition to Head Start or other programs.
- Integrates all HS/EHS early learning framework into bi-monthly socialization activities.
- Collaborates with area experts, such as Family Advocate Supervisor, Health Supervisor, Disabilities Specialist, Mental Health Consultant as needed.

- Maintains accurate records, including health information, assessments, IEP/IFSP documentation, screening, anecdotal observations, and other required forms.
- Communicates regularly with other SCCOE staff and acts as an advocate for HS/EHS.
- Completes and submits accurate and timely reports.
- Maintains confidentiality.

**OTHER DUTIES:**

- Performs other related duties as assigned.

**KNOWLEDGE AND ABILITIES:****KNOWLEDGE OF:**

- Target community, resources, and relevant public and private agencies to refer families to appropriate services provided by external agencies.
- Principles of early child development and infant and toddler education.
- Unique needs of children requiring special education services.
- Family service activities and Head Start/Early Head Start performance standards related to Home-Based Services.
- Child abuse reporting requirements.
- Policies and objectives of assigned program and activities.
- Applicable State, Education Code and other pertinent rules, regulations, and laws.
- Effective community relations techniques and principles.
- Diverse academic, socioeconomic, cultural, disability and ethnic backgrounds.
- Methods, attitudes, and learning principles required to facilitate and encourage student and parental participation in the total home-based education process.
- Health assessment procedures
- Health and safety regulations.
- Interpersonal skills using tact, patience, and courtesy.
- Record-keeping techniques.
- Oral, written, and public speaking skills.

**ABILITY TO:**

- Adhere to policies and objectives of assigned program and applicable state laws, Education Code and other pertinent rules, regulations, and laws.
- Provide effective parent education in a home-based setting.
- Communicate effectively with families, peers, consultants, and coaches.
- Read, interpret, and follow rules, regulations, policies, and procedures.
- Exercise sound judgment, discretion, and initiative.
- Maintain accurate records.
- Prepare clear and concise oral and written reports.
- Operate a computer and other office equipment.

- Communicate effectively, both orally and in writing.
- Establish and maintain effective relationships with those contacted in the course of work.

**EDUCATION AND EXPERIENCE:**

- An Associate's degree from an accredited college with major course work in Early Childhood Education, Child Development, or an associate's degree in a closely related field with a minimum of 24 semester units in Early Childhood Education or Child Development, and
- One (1) year of experience working with children, families, community groups and public agencies, providing safety, child, or mental health consultation. Experience providing home visitation services for parents, infants, toddlers, and preschoolers and serving families with disabilities is preferred.

**LICENSES AND OTHER REQUIREMENTS:**

- Completion of three units of Infant/Toddler education within one year after hire.
- Incumbents must obtain a Head Start Family Engagement certificate within eighteen (18) months of hire.
- Valid California driver's license.
- A driving record that meets the insurance requirements of the County Office of Education.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

- Must be able to drive personal vehicle to home visits, meetings, and socialization groups.
- Duties are performed in the child's home.

**PHYSICAL DEMANDS:**

- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position under sometimes stressful conditions.
- Vision sufficient to read printed materials.
- Hearing and speaking to exchange information.
- Seeing to read, prepare and proofread documents and perform assigned duties.
- Kneeling, pushing/pulling, squatting, twisting, turning, bending at the waist, and reaching overhead, above the shoulders and horizontally as needed.
- Dexterity of hands and fingers to operate equipment.
- Sitting or standing for extended periods of time.
- Lift up to twenty-five (25) pounds.
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.

**HAZARDS:**

- Slipping, tripping, falling.

- Ergonomic injuries, repetitive motion injuries, eye strain.
- Indoor air pollution.

**Disaster Service Worker**

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law. *Ca. Gov. Code § 3100*

**BARGAINING UNIT: OTBS**

Approved by the Personnel Commission: April 8, 2015

Revised 10/13/21, 1/21/26



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Marisa Perry  
Director III – HR / Classified Personnel Services

Date: 01/21/26

**SANTA CLARA COUNTY OFFICE OF EDUCATION**  
**Personnel Commission**

**CLASS TITLE: HOME VISITING SPECIALIST - EARLY HEAD START - RESTRICTED**

**BASIC FUNCTION:**

Under assigned supervision, the Home Visiting Specialist - Early Head Start - Restricted is responsible for providing intensive and comprehensive child development and family support services to enhance the physical, social, emotional, and intellectual development of participating children. The Home Visiting Specialist - Early Head Start - Restricted promotes positive parent-child interactions and provides resources to parents in a home-based setting to support parents in their roles. The Home Visiting Specialist - Early Head Start - Restricted is also responsible for coordinating and leading socialization sessions with groups of children and their families.

**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/TYPICAL DUTIES:**

Provides in-home instruction and group socialization experiences for parents and children to enhance the parents' ability to fill the role of primary nurturer for their child.

Plans and implements quality and developmentally appropriate educational experiences for children enrolled in either a center-based or home-based Early Head Start Program.

Conducts the required number of home visits with families in assigned caseload.

Plans, facilitates, promotes, and reinforces parent involvement in classroom and home-based education programs, providing an atmosphere of trust and competence.

Administers developmental screening and assessments for each child and administers or facilitates completion of family strengths and needs assessments within required timelines.

Facilitates completion of health and nutrition screenings within required timelines; works with parents and the Health Services Coordinator to ensure that all immunizations and other medical and dental follow-up is complete; serves as a role model for health, safety, and hygiene practices, providing first aid when necessary.

Develops and implements the Individual Development Plan for each child, parent, and family, within 45 days of enrollment.

Assists families in developing the Individual Family Development Plan (Family Partnership Agreements) to meet objectives related to the goals and strategies of children and families.

Coordinates or facilitates Family Plan activities with other organizations, agencies or individuals involved in providing services to the family.

Attends IFSP meetings and parent/teacher conferences including case management meetings, as necessary.

Makes appropriate referrals for early intervention services in the areas of behavioral or learning problems for enrolled children.

Provides resources, information, and/or referrals for families in the following areas: mental health, childcare, substance abuse treatment, education, employment training, income support, transportation, pregnancy, health needs, safety, nutrition, and other topics requested by the family.

Actively involves parents in screenings, assessments, planning for home visits and socializations, evaluation of EHS services and encourages parent participation in the Policy Council, Health Services Advisory and other Head Start committees.

Coordinates with parents to ensure well-child exams, immunizations, health screenings and nutrition assessment are complete and necessary follow-up occurs.

Develops family partnership agreements and conducts developmental screenings with the parent.

Completes observations, assessments and other Head Start/Early Head Start related paperwork.

Inputs data for program analysis to comply with Head Start/Early Head Start requirements.

Assists and supports families in locating resources, scheduling appointments, and providing support to families.

Provides modeling, observations, and activities that the parent can duplicate in the home that encourages developmentally appropriate activities for the changing needs of young children.

In partnership with parents, presents activities for parent/child interactions, which reflect both HS and EHS mandated elements in a culturally sensitive manner.

Analyzes, interprets, and makes recommendations related to children's records, lesson plans and other data for purpose of planning, evaluating, and improving services for children.

Meets regularly with other EHS Early Head Start content experts, parents, partners, and other programs to ensure effective planning and implementation of transition activities.

Assists families in developing an educational transition plan for children turning three.

Ensures compliance by interpreting policies and procedures to parents of children in transition to Head Start or other programs.

Integrates all HS/EHS early learning framework into bi-monthly socialization activities.

Collaborates with area experts, such as Family Advocate Supervisor, Health Supervisor, Disabilities Specialist, Mental Health Consultant as needed.

Maintains accurate records, including health information, assessments, IEP/IFSP documentation, screening, anecdotal observations, and other required forms.

Communicates regularly with other SCCOE staff and acts as an advocate for HS/EHS.

Completes and submits accurate and timely reports.

Maintains confidentiality.

**OTHER DUTIES:**

Performs related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

Target community, resources, and relevant public and private agencies to refer families to appropriate services provided by external agencies.

Principles of early child development and infant and toddler education.

Unique needs of children requiring special education services.

Family service activities and Head Start/Early Head Start performance standards related to Home-Based Services.

Child abuse reporting requirements.

Policies and objectives of assigned program and activities.

Applicable State, Education Code and other pertinent rules, regulations, and laws.

Effective community relations techniques and principles.

Diverse academic, socioeconomic, cultural, disability and ethnic backgrounds.

Methods, attitudes, and learning principles required to facilitate and encourage student and parental participation in the total home-based education process.

Health assessment procedures

Health and safety regulations.

Interpersonal skills using tact, patience, and courtesy.

Record-keeping techniques.

Oral, written, and public speaking skills.

**ABILITY TO:**

Adhere to policies and objectives of assigned program and applicable state laws, Education Code and other pertinent rules, regulations, and laws.

Provide effective parent education in a home-based setting.

Communicate effectively with families, peers, consultants, and coaches.

Read, interpret, and follow rules, regulations, policies, and procedures.

Exercise sound judgment, discretion, and initiative.

Maintain accurate records.

Prepare clear and concise oral and written reports.

Operate a computer and other office equipment.



Communicate effectively, both orally and in writing.

Establish and maintain effective relationships with those contacted in the course of work.

#### EDUCATION AND EXPERIENCE:

- An Associate's degree from an accredited college with major course work in Early Childhood Education, Child Development, ~~Human Services, Social Services,~~ or an associate's degree in a closely related field with a minimum of 24 semester units in Early Childhood Education or Child Development and
- One (1) year of experience working with children, families, community groups and public agencies, providing safety, child, or mental health consultation. Experience providing home visitation services for parents, infants, toddlers, and preschoolers and serving families with disabilities is preferred.

#### LICENSES AND OTHER REQUIREMENTS:

Ability to complete Completion of three units of Infant/Toddler education within one year after hire.

Incumbents must obtain a Head Start Family Engagement certificate within eighteen (18) months of hire.

Valid California driver's license.

A driving record that meets the insurance requirements of the County Office of Education.

#### WORKING CONDITIONS:

##### ENVIRONMENT:

Must be able to drive personal vehicle to home visits, meetings, and socialization groups.

Duties are performed in the child's home.

##### PHYSICAL DEMANDS:

Physical, mental, and emotional stamina to perform the duties and responsibilities of the position under sometimes stressful conditions.

Vision sufficient to read printed materials.

Hearing and speaking to exchange information.

Seeing to read, prepare and proofread documents and perform assigned duties.

Kneeling, pushing/pulling, squatting, twisting, turning, bending at the waist, and reaching overhead, above the shoulders and horizontally as needed.

Dexterity of hands and fingers to operate equipment.

Sitting or standing for extended periods of time.

Lift up to twenty-five (25) pounds.

Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.

#### HAZARDS:

- Slipping, tripping, falling.
- Ergonomic injuries, repetitive motion injuries, eye strain.
- Indoor air pollution.

#### Disaster Service Worker

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law. Ca. Gov. Code § 3100

**BARGAINING UNIT: OTBS**

Approved by the Personnel Commission: April 8, 2015

Revised 10/13/21, 1/21/26



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Marisa Perry  
Director III – HR / Classified Personnel Services

Date: ~~10/13/21~~01/21/26

**AGENDA ITEM VII – D (NEW BUSINESS – ACTION)**

**APPROVAL / RATIFICATION OF  
CLASSIFICATION SPECIFICATION REVISION**

**BACKGROUND**

The Youth Health and Wellness department proposes revising the School Climate Specialist position to better reflect the work that will be performed. The revisions include references to specific departments/programs allowing for broader use of the classification and updates to the essential duties.

A copy of the classification specification is enclosed.

**Summary Report**

Classification	Revisions
<ul style="list-style-type: none"><li>School Climate Specialist</li></ul>	<ul style="list-style-type: none"><li>Revisions to: Basic Function, Distinguishing Characteristics, and Essential Duties</li><li>Update formatting including the addition of standard language regarding Disaster Services Workers</li></ul>

**RECOMMENDATION**

1. Approve revising and retitling the following classification specification:
  - a. School Climate Specialist
2. Approval shall be effective January 21, 2026

**SANTA CLARA COUNTY OFFICE OF EDUCATION**  
**Personnel Commission**

**CLASS TITLE: SCHOOL CLIMATE SPECIALIST**

**BASIC FUNCTION:**

Under assigned supervisor, plans, organizes coordinates, and implements comprehensive school-wide services related to assigned program; researches, creates and delivers professional development for the Santa Clara County Office of Education (SCCOE) and participating school districts, school sites, community partners, and partners in grant consortium; provides coaching and technical assistance to improve district and school climates to increase student engagement, and well-being as it relates to assigned program; provides recommendations and presentations regarding related initiatives, activities, and student education efforts; identifies and secures funding sources and resources to support program needs; contributes to grant application and reporting processes; supports program needs and data collection methods; coordinates youth development activities for diverse communities; develops and implements outreach services, and participates in activities that support the goals of improved outcomes for students. The School Climate Specialist class requires considerable integrity, cultural humility, self-direction, initiative, and attention to detail as well as skill in interpersonal and public relations, and the ability to organize and focus on a variety of tasks and projects simultaneously.

**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, coordinates, and implements comprehensive services related to assigned program.
- Provides professional development and consultation to support assigned program including, prevention strategies using a multi-tiered systems of support framework available to districts and schools, and the promotion of alternatives to suspension, positive school culture and climate and student health and wellness.
- Prepares, implements, and oversees related initiatives for the SCCOE and identified school districts; researches and identifies community resources; coordinates effective service delivery systems in diverse cultural and socio-economic communities.
- Plans, implements, and/or facilitates professional development, workshops and/or presentations for specified audience; designs activities and presentations based on research and best practices; coordinates presentation logistics, including virtual or in-person set up; conducts school site visits as needed.

- Supports youth development and advocacy and engagement efforts by planning and facilitating events, developing and disseminating educational and outreach materials, and designing and conducting focus groups.
- Researches, collects , analyzes, and verifies a variety of data and information; assists with the development and administration of data collection instruments, including surveys; prepares and processes a variety of records, forms, and reports to support evaluation, assessment, grant reporting and other assigned activities.
- Maintains accurate and detailed files and records, verifies accuracy of information, researches discrepancies, and records information.
- Establishes and maintains cooperative and collaborative work relationships with school personnel, students, families, and community agencies to form partnerships and service plans to meet the needs of all students.
- Receives requests for staff development; assesses specific training needs; researches materials and latest studies relevant to specific staff development topics; assists in developing capacity building and sustainability plans for districts, schools, and consortia.
- Reviews program needs based on the analysis of appropriate data and recommends program changes accordingly.
- Oversees special projects as assigned including website and social media maintenance, and other digital resources.
- Attends a variety of meetings as assigned.
- Participates in the program's team effort to identify, prioritize, and resolve problems related to student health, safety, and well-being, especially as these issues often disproportionately impact minority populations.
- Uses word processing, database, graphic, and spreadsheet software programs as well as standard office equipment and other peripheral devices.
- Assists in projects related to resource and grant development; supports grant applications and the development of related materials and resources.

**OTHER DUTIES:**

- Performs other related duties as assigned.

**KNOWLEDGE AND ABILITIES:****KNOWLEDGE OF:**

- Effective office principles, procedures, and practices including proper report writing, document construction and editorial enhancement techniques.
- General youth development principles, practices, and procedures.
- Principles and practices of prevention programs related to student wellness.

- Alternatives to exclusionary discipline.
- Multi-tiered systems of support.
- Diverse academic, cultural, disability, and ethnic backgrounds of students.
- Procedures for planning and implementing presentations and events.
- Research and report preparation techniques, methods, and procedures.
- Methods of collecting, organizing, analyzing, and ensuring the accuracy of data and information.
- Techniques for providing high-level customer service by effectively dealing with the public, vendors, contractors, and County Office staff.
- Program evaluation standards.
- Interpretation and use of assessment results.
- Principles of training, leadership, facilitation, and management with groups of various abilities, cultures, and development stages.
- Personal computer operations, peripheral devices, and software programs used for word processing, spreadsheets, web-enabled databases, web technology, and graphics.

#### ABILITY TO:

- Assist students, staff, and other stakeholders in developing leadership and advocacy skills.
- Identify and evaluate students, staff, and other stakeholder interests, needs and abilities.
- Serve as a liaison and resource for students, parents, and County Office administrators and staff, and community partners.
- Effectively represent the County Office in meetings.
- Read, comprehend, and interpret applicable state and federal laws, rules, regulations, statutes, and ordinances.
- Plan, organize, and implement technical support and training related to assigned program.
- Use critical thinking and problem-solving skills to identify, prioritize and implement services.
- Approach the needs of students, staff, and stakeholders within a of diverse populations with cultural humility.
- Identify, promote, and implement resources for school improvement.
- Effectively communicate in both oral and written form.
- Work variable hours including evenings and weekends with minimal supervision, driving to program school sites.
- Operate standard office equipment including, but not limited to, a laptop/personal computer, fax machine, calculator, copier, and other peripheral equipment.
- Use word processing, graphic, database, web technology, spreadsheet, and other software programs.
- Establish and maintain cooperative relationships with those contacted in the course of assigned duties.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and timelines.
- Work independently with little direction.
- Plan and organize work.

**EDUCATION AND EXPERIENCE:**Any combination equivalent to:

- Bachelor's degree from an accredited college or university with major coursework in psychology, public health, health education, social work, or related field, and
- Three years of experience in an education setting or related field, working with diverse communities, which includes at least one year of experience facilitating professional development.

**LICENSES AND OTHER REQUIREMENTS:**

- Valid Class C California Driver's License.
- A driving record which meets the insurance requirements of the SCCOE.
- May require bilingual proficiency in English and a second language as specified by the SCCOE.

**WORKING CONDITIONS:****ENVIRONMENT:**

- Indoor office environment.
- Work hours beyond the normal workday.
- Participate in meetings, conferences, and professional development activities locally and outside the area.
- Frequent driving of a car may also be required.

**PHYSICAL DEMANDS:**

- Hearing and speaking to exchange information in person and on the telephone.
- Seeing to read, prepare and proofread documents, perform assigned duties.
- Sitting or standing for extended periods of time.
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment.
- Kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally as needed.
- Lifting light objects.

**HAZARDS:**

- Slipping, tripping, falling.
- Ergonomic injuries, repetitive motion injuries, eye strain.
- Indoor air pollution.

**Disaster Service Worker**

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all

public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law. *Ca. Gov. Code § 3100*

**BARGAINING UNIT: OTBS**

Approved by Personnel Commission: August 26, 1999

Revised: 01/02, 10/19/11, 10/14/15, 01/13/21, 09/08/21, 01/21/26



Marisa Perry

Director III – HR / Classified Personnel Services

Date: 01/21/26



## SANTA CLARA COUNTY OFFICE OF EDUCATION

### CLASS TITLE: SCHOOL CLIMATE SPECIALIST

#### BASIC FUNCTION:

Under ~~the direction of assigned Supervisor or Coordinator~~assigned supervisor, plans, organizes coordinates, and implements comprehensive school-wide services related to assigned program; researches, creates and delivers professional development for the Santa Clara County Office of Education (SCCOE) and participating school districts, school sites, community partners, and partners in grant consortium; provides coaching and technical assistance to improve district and school climates to increase student engagement, and well-being as it relates to assigned program; provides recommendations and presentations regarding related initiatives, activities, and student education efforts; identifies and secures funding sources and resources to support program needs; contributes to grant application and reporting processes; supports program needs and data collection methods; coordinates youth development activities for diverse communities; develops and implements outreach services, and participates in activities that support the goals of improved outcomes for students. The School Climate Specialist class requires considerable integrity, cultural humility, self-direction, initiative, and attention to detail as well as skill in interpersonal and public relations, and the ability to organize and focus on a variety of tasks and projects simultaneously.

#### DISTINGUISHING CHARACTERISTICS:

~~Incumbents in the School Climate Specialist classification may support either the Tobacco Use Prevention Education (TUPE) or Positive Behavioral Interventions Supports (PBIS) program depending upon assigned department. Incumbents assigned to the TUPE department will perform duties in support of TUPE program, a comprehensive evidence-based tobacco use prevention, youth development, intervention, and cessation program. Incumbents assigned to the PBIS department will support the PBIS program, a decision-making framework that guides stakeholders in schools, programs and districts in the selection, integration, and implementation of the best evidence-based behavioral practices for improving social-behavioral outcomes for all youth.~~

#### 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, coordinates, and implements comprehensive services related to assigned program.
- Provides professional development and consultation to support assigned program including, prevention strategies using a multi-tiered systems of support framework available to districts and schools, and the promotion of alternatives to suspension, positive school culture and climate and student health and wellness.
- Prepares, implements, and oversees related initiatives for the SCCOE and identified school districts; researches and identifies community resources; and coordinates effective service delivery systems in diverse cultural and socio-economic communities.

- Plans, implements, and/or facilitates professional development, workshops and/or presentations for specified audience; designs activities and presentations based on research and best practices; coordinates presentation logistics, including virtual or in-person set up; conducts school site visits as needed.
- Supports youth development and advocacy and engagement efforts by planning and facilitating events, developing and disseminating educational and outreach materials, and designing and conducting focus groups.
- Researches, ~~compiles~~collects, analyzes, and verifies a variety of data and information ~~using assigned software;~~ assists with the development and administration of data collection instruments, including surveys; prepares and processes a variety of records, forms, and reports to support evaluation, assessment, grant reporting and related to other assigned activities.
- Maintains accurate and detailed files and records, verifies accuracy of information, researches discrepancies, and records information.
- Establishes and maintains cooperative and collaborative work relationships with school personnel, students, families, and community agencies to form partnerships and service plans to meet the needs of all students.
- Receives requests for staff development; assesses specific training needs; researches materials and latest studies relevant to specific staff development topics; assists in developing capacity building and sustainability plans for districts, schools, and consortia.
- Reviews program needs based on the analysis of appropriate data and recommends program changes accordingly.
- Oversees special projects as assigned including, website and social media maintenance, and other digital resources.
- Attends a variety of meetings as assigned.
- Participates in the program's team effort to identify, prioritize, and resolve problems related to student health, safety, and well-being; especially as these issues often disproportionately impact minority populations.
- Uses word processing, database, graphic, and spreadsheet software programs as well as standard office equipment and other peripheral devices.
- Assists in ~~special~~ projects related to resource and grant development; supports grant applications and the development of related materials and resources.
- ~~Performs related duties as required.~~

~~May require bilingual proficiency in English and a second language as specified by the SCCOE.~~ OTHER DUTIES:

- Performs related duties as required.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

- Effective office principles, procedures, and practices including proper report writing, document construction and editorial enhancement techniques.
- General youth development principles, practices, and procedures.
- Principles and practices of prevention programs related to student wellness.
- Alternatives to exclusionary discipline.
- Multi-tiered systems of support.
- Diverse academic, cultural, disability, and ethnic backgrounds of students.
- Procedures for planning and implementing presentations and events.
- Research and report preparation techniques, methods, and procedures.
- Methods of collecting, organizing, analyzing, and ensuring the accuracy of data and information.
- Techniques for providing high-level customer service by effectively dealing with the public, vendors, contractors, and County Office staff.
- Program evaluation standards.
- Interpretation and use of assessment results.
- Principles of training, leadership, facilitation, and management with groups of various abilities, cultures, and development stages.
- Personal computer operations, peripheral devices, and software programs used for word processing, spreadsheets, web-enabled databases, web technology, and graphics.

**ABILITY TO:**

- Assist students, staff, and other stakeholder in developing leadership and advocacy skills.
- Identify and evaluate students, staff, and other stakeholder interests, needs and abilities.
- Serve as a liaison and resource for students, parents, and County Office administrators and staff, and community partners.
- Effectively represent the County Office in meetings.
- Read, comprehend, and interpret applicable state and federal laws, rules, regulations, statutes, and ordinances.
- Plan, organize, and implement technical support and training related to assigned program.
- Use critical thinking and problem-solving skills to identify, prioritize and implement services.
- Approach the needs of students, staff, and stakeholders within a of diverse populations with cultural humility.
- Identify, promote, and implement resources for school improvement.
- Effectively communicate in both oral and written form.
- Work variable hours including evenings and weekends with minimal supervision, driving to program school sites.
- Operate standard office equipment including, but not limited to, a laptop/personal computer, fax machine, calculator, copier, and other peripheral equipment.
- Use word processing, graphic, database, web technology, spreadsheet, and other software programs.
- Establish and maintain cooperative relationships with those contacted in the course of assigned duties.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and timelines.
- Work independently with little direction.
- Plan and organize work.

**EDUCATION AND EXPERIENCE:**

*Any combination equivalent to:*

- Bachelor's degree from an accredited college or university with major coursework in psychology, public health, health education, social work, or related field, and
- Three years of experience in an education setting or related field, working with diverse communities, which includes at least one year of experience facilitating professional development.

**LICENSES AND OTHER REQUIREMENTS:**

- Valid Class C California Driver's License.
- A driving record which meets the insurance requirements of the SCCOE.
- May require bilingual proficiency in English and a second language as specified by the SCCOE.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Indoor office environment.

Work hours beyond the normal workday.

Participate in meetings, conferences, and professional development activities locally and outside the area.

Frequent driving of a car may also be required.

**PHYSICAL DEMANDS:**

Hearing and speaking to exchange information in person and on the telephone.

Seeing to read, prepare and proofread documents, perform assigned duties.

Sitting or standing for extended periods of time.

Dexterity of hands and fingers to operate a computer keyboard and other office equipment.

Kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally as needed.

Lifting light objects.

**HAZARDS:**

- Slipping, tripping, falling.
- Ergonomic injuries, repetitive motion injuries, eye strain.
- Indoor air pollution.

**Disaster Service Worker**

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law. Ca. Gov. Code § 3100

**BARGAINING UNIT: OTBS**

Approved by Personnel Commission ~~Approval:~~ August 26, 1999  
Revised: 01/02, 10/19/11, 10/14/15, 01/13/21, 09/08/21



Marisa Perry  
Director III – HR / Classified Personnel Services

Date: ~~09/08/21~~

## **AGENDA ITEM VII – 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:

#	CLASSIFICATION	ELIGIBLE LIST DATE EST.	UNIT	# OF ELIGIBLE	# OF RANKS
1	Migrant Education Communication Liaison	12/09/25	OTBS	1	1
2	Associate Teacher - Restricted	12/10/25	PARA	4	4
3	Apprenticeship and Grant Initiatives Specialist	12/11/25	LT	8	5
4	Paraeducator Trainer - Special Education	12/17/25	PARA	4	4
5	Environmental Education Garden Specialist	01/07/26	PARA	4	3
6	Director - Ethics & Compliance Investigations	01/09/26	LT	3	3
7	Mechanic, HVAC	01/13/26	OSS	1	1

## **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.

**CLASSIFIED PERSONNEL SERVICES**

Vacancy Status Report

**Vacancy Status Report**

Page 1

Reporting Period: December 10, 2025 - January 21, 2026

Report Date: 1/14/2026

#	PC#	CLASSIFICATION	DEPARTMENT/ SCHOOL SITE	STAFF	STATUS	TENTATIVE START DATE
1	0185	Accountant I/II	Internal Business Services	Kathy	Filled	01/09/26
2	5212	Administrative Assistant II	Migrant Education/Snell	Marisa	Filled	01/05/25
3	5471	Administrative Assistant IV	Continuous Improvement and Accountability	Marisa	Filled	12/19/25
4	6613	Administrative Data Technician	Charter Schools	Marisa	Filled	01/24/26
5	6592	Apprentice Program & Grant Initiative Specialist	Educator and Preparation Programs	Yasmeen	Filled	01/27/26
6	5625	Associate Teacher - Restricted	Early Learning Services/Calaveras	Amy	Filled	12/31/26
7	6560	Associate Teacher - Restricted (Bilingual Spanish Required)	Early Learning Services/Snell	Amy	Filled	12/30/25
8	6593	Grants Program Specialist	Education Preparation Programs	Yasmeen	Filled	12/18/25
9	6589	Grants Program Specialist	Learning and Instruction	Yasmeen	Filled	01/19/26
10	4633	Migrant Education Community Liaison	Migrant Education/Snell	Kathy	Filled	12/22/25
11	5901	Specialized Physical Health Care (SPHC) Assistant	Special Education/Carson	Shahana	Filled	11/13/25
12	6566	Teacher Assistant II	Early Learning Services/Santee	Kathy	Filled	01/05/26
13	6568	Teacher Assistant II (Bilingual Vietnamese Preferred)	Early Learning Services/Santee	Kathy	Filled	12/29/25
14	6603	Paraeducator Trainer - Special Education	Special Education Administration	Shahana	Certified	
15	6601	Paraeducator Trainer - Special Education	Special Education Administration	Shahana	Certified	
16	4717	Administrative Assistant IV	Educator Preparation Programs	Marisa	Testing/Orals	
17	6554	Associate Teacher - Restricted	Early Learning Services/Santee	Amy	Testing/Orals	
18	4346	Associate Teacher - Restricted	Early Learning Services /Glen View	Amy	Testing/Orals	
19	2740	Associate Teacher - Restricted	Early Learning Services/ Wool Creek	Yasmeen	Testing/Orals	
20	5323	Associate Teacher - Restricted (Bilingual Spanish Preferred)	Early Learning Services/Edenvale	Amy	Testing/Orals	
21	5079	Associate Teacher - Restricted (Bilingual Spanish Required)	Early Learning Services/Rouleau	Amy	Testing/Orals	
22	1630	Associate Teacher - Restricted (Bilingual Spanish Required)	Early Learning Services/Snell	Amy	Testing/Orals	
23	TBD	Director - Ethics & Compliance Investigations	Office of the Superintendent	Marisa	Testing/Orals	
24	6608	Director - Human Resources/Classified	HR Executive Administration	Marisa	Testing/Orals	
25	6600	Environmental Education Garden Specialist	Special Education Administration	Kathy	Testing/Orals	
26	5169	Home Visiting Specialist - EHS - Restricted	Early Learning Services	Amy	Testing/Orals	
27	0540	Manager - Purchasing Services	Internal Business Services	Yasmeen	Testing/Orals	
28	4843	Manager - Technology Support Services	Technology Infrastructure and Support Services	Yasmeen	Testing/Orals	
29	0257	Mechanic - HVAC	General Services	Amy	Testing/Orals	
30	2339	Migrant Education Community Liaison	Migrant Education/Snell	Kathy	Testing/Orals	
31	6602	Paraeducator Trainer - Special Education (Bil ASL Req.)	Special Education Administration	Shahana	Testing/Orals	
32	6614	School Health Systems Compliance Specialist	Youth Health and Wellness	Yasmeen	Testing/Orals	
33	5907	Specialized Physical Health Care (SPHC) Assistant	Special Education/Independence HS	Shahana	Testing/Orals	
34	4051	Specialized Physical Health Care (SPHC) Assistant	Special Education/Ridder Park Preschool	Shahana	Testing/Orals	
35	6590	Physical Therapist	Specialist Education Administration	Shahana	Hold	
36	4701	Education Interpreter I/II	Special Education/Leigh High School	Yasmeen	Repost	
37	3072	Education Interpreter I/II	Special Education/Leigh High School	Yasmeen	Repost	
38	2770	Education Interpreter I/II	Special Education/Oster	Yasmeen	Repost	
39	2769	Education Interpreter I/II	Special Education /Oster	Yasmeen	Repost	
40	2062	Education Interpreter I/II	Special Education/Leigh High School	Yasmeen	Repost	
41	2060	Education Interpreter I/II	Special Education/Dartmouth	Yasmeen	Repost	
42	1023	Education Interpreter I/II	Special Education/Leigh High School	Yasmeen	Repost	



**CLASSIFIED PERSONNEL SERVICES**

Vacancy Status Report

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43	1016	Education Interpreter I/II	Special Education/Leigh High School	Yasmeen	Repost	
44	0933	Education Interpreter I/II	Special Education/Oster	Yasmeen	Repost	
45	0853	Education Interpreter I/II	Special Education/Oster	Yasmeen	Repost	
46	0588	Education Interpreter I/II	Special Education/Dartmouth	Yasmeen	Repost	
47	2537	Education Interpreter I/II	Special Education/ Leigh High School	Yasmeen	Repost	
48	2535	Education Interpreter I/II	Special Education/Dartmouth	Yasmeen	Repost	

CLASSIFIED PERSONNEL SERVICES  
 Vacancy Status Report - Paraeducator – Special Education  
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Vacancy Status Report  
 Paraeducator – Special Education  
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	PC #	CLASSIFICATION	SCHOOL SITE	STAFF	STATUS	TENTATIVE START DATE
1	0298	Paraeducator - Special Education	Santa Teresa HS	Shahana	Filled	1/26/26
2	0471	Paraeducator - Special Education	McCollam	Shahana	Filled	1/5/26
3	0658	Paraeducator - Special Education	Anne Darling Annex	Shahana	Filled	1/26/26
4	1426	Paraeducator - Special Education	Hester	Shahana	Filled	1/5/26
5	1446	Paraeducator - Special Education	Independence HS	Shahana	Filled	1/26/26
6	2092	Paraeducator - Special Education	McCollam	Shahana	Filled	1/5/26
7	3628	Paraeducator - Special Education	McCollam	Shahana	Filled	1/20/26
8	3897	Paraeducator - Special Education	Wilcox HS	Shahana	Filled	1/12/26
9	6327	Paraeducator - Special Education	Hester	Shahana	Filled	1/5/26
10	0329	Paraeducator - Special Education	Piedmont Hills HS	Shahana	Testing/Orals	
11	3605	Paraeducator - Special Education	Hester	Shahana	Testing/Orals	
12	3669	Paraeducator - Special Education	Seven Trees	Shahana	Testing/Orals	
13	3828	Paraeducator - Special Education	Marlatt	Shahana	Testing/Orals	
14	3905	Paraeducator - Special Education	Hester	Shahana	Testing/Orals	
15	4708	Paraeducator - Special Education	Sierramont	Shahana	Testing/Orals	
16	6302	Paraeducator - Special Education	McCollam	Shahana	Testing/Orals	
17	6378	Paraeducator - Special Education	Buchser	Shahana	Testing/Orals	
18	4768	Paraeducator - Special Education	McCollam	Shahana	HOLD	