

PUBLIC NOTICE
PERSONNEL COMMISSION AGENDA
REGULAR MEETING #502
JULY 14, 2021, 10:00 A.M.
ZOOM VIRTUAL MEETING

<https://sccoe.zoom.us/j/91740149885>

DIAL IN NUMBER: 669 900 6833

MEETING ID: 917 4014 9885

I. CALL TO ORDER

II. ROLL CALL

- President - Nicholas Gervase
- Vice President - Rodney Martin
- Member - Libby Spector

III. APPROVAL OF AGENDA #502 – July 14, 2021 ACTION

IV. APPROVAL OF MINUTES

- A. Regular Meeting #501 – June 9, 2021 ACTION

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

VI. NEW BUSINESS

- A. Approval / Ratification of Establishing Classification, Associated Classification Specification and Recommending Salary Range ACTION
 - a. Licensed Vocational Nurse, Range 43.0
- B. Approval / Ratification of Establishing Classification, Associated Classification Specification and Recommending Salary Range ACTION
 - a. Paraeducator, Special Education - ASL, Range 38.0
- C. Approval / Ratification of Establishing Classification, Associated Classification Specification and Recommending Salary Range ACTION
 - a. Education Navigator – Alternative Education, Range 46.0
- D. Approval / Ratification of Classification Specification Revision..... ACTION
 - a. Mental Health School Wellness Specialist
- E. Approval / Ratification of Classification Specification Revision & Retitling..... ACTION
 - a. Enterprise Network Engineer
- F. Approval / Ratification of Classification Specification Revision & Retitling..... ACTION
 - a. Manager – Safe and Healthy Schools
- G. Approval / Ratification of Classification Specification Revision and Retitling ACTION
 - a. Supervisor – Safe and Healthy Schools

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.

- H. Approval / Ratification of Establishing and / or Extending Eligibility Lists ACTION
- I. Approval / Ratification of Abolishing an Eligibility List ACTION
 - a. Director III – Internal Business Services
- J. Monthly Vacancy Status Report INFORMATION

VII. SECRETARY’S REPORT

VIII. FUTURE MEETINGS OR DISCUSSION ITEMS (Next Meeting: August 11, 2021)

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.

**PERSONNEL COMMISSION
REGULAR MEETING #501
JUNE 9, 2021, 10:00 A.M.
ZOOM VIRTUAL MEETING**

<https://sccoe.zoom.us/j/92832456759>

DIAL IN NUMBER: 669 900 6833

MEETING ID: 928 3245 6759

UNAPPROVED MINUTES

I. CALL TO ORDER

The meeting was called to order by President Nicholas Gervase at 10:00 a.m.

II. ROLL CALL

MEMBERS PRESENT	STAFF PRESENT
Nicholas Gervase, President Rodney Martin, Vice President Libby Spector, Member	Marisa Perry Linda Gore

OTHERS PRESENT	
Larry Oshodi Angela Ballou Allison Book-Arango Tammy Dhanota	Veronica Garza James Howarth Marcela Miranda Angela Walker

III. APPROVAL OF AGENDA

MOTION #501-1: The Commission approved Agenda #501, June 9, 2021, moved by Ms. Libby Spector, and seconded Mr. Rodney Martin.

MOTION #501-1: carried unanimously.

IV. APPROVAL OF MINUTES

MOTION #501-2: The Commission approved the Minutes for the Regular Personnel Commission Meeting #500, May 12, 2021, moved by Ms. Libby Spector, and seconded by Mr. Rodney Martin.

MOTION #501-2: carried unanimously.

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

None

VI. NEW BUSINESS

A. Approval of Classification Specification Revision and Retitling

MOTION #501-3: The Commission approved revising the classification specification and retitling the classification Research Analyst, Senior/Grant Writer to Grant Writer/Research Analyst, Senior, moved by Ms. Libby Spector, and seconded by Mr. Rodney Martin.

MOTION #501-3: carried unanimously.

B. Approval of Establishing Classification and Associated Classification Specification

MOTION #501-4: The Commission approved establishing the following classification and associated classification specification, moved by Mr. Rodney Martin, and seconded by Ms. Libby Spector.

MOTION #501-4: carried unanimously.

Classification

- **Grant Writer/Research Analyst, Associate, Range 55.5**

Allison Book-Arango, Director – Grants & Partnerships, gave an overview of the department and the work performed.

C. Approval of Classification Specification Reallocation and Revision

MOTION #501-5: The Commission approved revising the classification specification and range modification for the position of Mental Health School Wellness Specialist, moved by Ms. Libby Spector, and seconded by Mr. Rodney Martin.

MOTION #501-5: carried unanimously.

Classification

- **Mental Health School Wellness Specialist, Range 59.0**

Dr. Angela Walker, Administrator – Youth Health & Wellness, provided an overview of the purpose and logistics of the Wellness Centers.

D. Approval of Establishing Classification and Associated Classification Specification

MOTION #501-6: The Commission approved establishing the following classification and associated classification specification, moved by Mr. Rodney Martin, and seconded by Ms. Libby Spector.

MOTION #501-6: carried unanimously.

Classification

- **Wellness Center Liaison, Range 44.0**

E. Approval of Establishing Classification and Associated Classification Specification

MOTION #501-7: The Commission approved establishing the following classification and associated classification specification, moved by Ms. Libby Spector, and seconded by Mr. Rodney Martin.

MOTION #501-7: carried unanimously.

Classification

- **Data Systems and Communications Specialist, Range 46.0**

Veronica Garza, Manager – ECIDS, provided an overview of the department and the need for this classification.

F. Approval of Establishing Classification and Associated Classification Specification

MOTION #501-8: The Commission approved establishing the following classification and associated classification specification, moved by Mr. Rodney Martin, and seconded by Ms. Libby Spector.

MOTION #501-8: carried unanimously.

Classification

- **Paraeducator - Intervention, Range 37.0**

Dr. Angela Ballou, Occupational Therapist, inquired about the funding and itinerant nature of the position, as well as transfer opportunities. Discussion ensued. Dr. Ballou inquired about mileage reimbursement for this position. James Howarth, Assistant Director of Special Education mentioned some possible options. Discussion ensued.

G. Approval / Ratification of Establishing and / or Extending Eligibility Lists

MOTION #501-9: The Commission approved and / or ratified the Eligibility Lists listed within Personnel Commission Agenda #501, moved by Ms. Libby Spector, and seconded by Mr. Rodney Martin.

MOTION #501-9: carried unanimously.

#	CLASSIFICATION	DATE	UNIT	NUMBER OF ELIGIBLES	NUMBER OF RANKS
1	Chief Business Officer	05/06/21	EXEC.	9	Unranked
2	Paraeducator - Special Education (Bilingual ASL	05/13/21	AIDES	1	Unranked
3	Manager - Media and Marketing	05/14/21	LT	5	4
4	Supervisor - Head Start Family Health Services -	05/17/21	LT	8	8
5	Migrant Education Program Recruiter	05/19/21	OTBS	6	6
6	Community Engagement/Public Relations Specialist	05/20/21	OTBS	12	11
7	Teacher Assistant - Educare	05/27/21	AIDES	4	4

H. Monthly Vacancy Status Report – June 9, 2021

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:

A. Staffing Updates

The Paraeducator Bid Board for displaced and voluntary transfers will be held on June 15. There are 56 scheduled to attend.

VIII. FUTURE MEETINGS OR DISCUSSION ITEMS

The next Personnel Commission regular meeting is scheduled for Wednesday, July 14, 2021, at 10:00 a.m., via Zoom.

IX. ADJOURNMENT

The meeting adjourned at 10:39 a.m.

Respectfully submitted,

Marisa Perry
Ex-Officio Secretary, Personnel Commission

AGENDA ITEM VI – A (NEW BUSINESS – ACTION)

APPROVAL / RATIFICATION OF ESTABLISHING CLASSIFICATION, ASSOCIATED CLASSIFICATION SPECIFICATION AND RECOMMENDING SALARY RANGE

BACKGROUND

The Educational Services, Student Services and Support Division proposes establishing the Licensed Vocational Nurse position to provide specialized physical health care services to support the Head Start and Alternative Education programs. This position is funded by the Expanded Learning Opportunity Grant, established by the California Department of Education to provide COVID-19 relief for school reopening.

Based on the concept of the classification, and an audit of similar positions, to ensure a robust internal structure, the salary range for Licensed Vocational Nurse is recommended at Range 43.0.

A copy of the classification specification is enclosed.

TITLE	RANGE	HOURLY RATE	EDUCATION	EXPERIENCE
Licensed Vocational Nurse	OTBS - 43.0	\$28.69 - \$33.92	HS + VOCATIONAL PROGRAM	1 YR
Paraeducator - Special Education	AIDES - 37.0	\$21.52 - \$25.41	HS	SOME EXP.
Specialized Physical Health Care Assistant	AIDES - 40.0	\$24.71 - \$29.22	HS	2 YRS

RECOMMENDATION

1. Approve establishing the following classification and the associated classification specification:
 - a. Licensed Vocational Nurse
2. Recommend the following salary Range for the following classification:
 - a. Licensed Vocational Nurse, Range 43.0
3. Approval shall be effective July 14, 2021

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: LICENSED VOCATIONAL NURSE (LVN)

BASIC FUNCTION:

Under the direct supervision of the Program Administrator or School Nurse, provides specialized physical health care services to meet student's medical and physical needs in an educational setting; assists students with health-related needs; assists students with self-care needs; communicates with parents, school site and personnel on health-related matters; performs clerical tasks related to the medical needs of students and program.

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:

Provides specialized health services to students; administers prescribed medications; performs prescribed medical treatments; assists students with health-related needs including self-care needs such as hygiene, toileting, self-catheterization, blood glucose monitoring and nutrition.

Checks, and monitors first aid kits and personal protective equipment supplies.

Supports in the administration of student medical testing and screenings; provides health assessments to students as appropriate.

Assists in physically positioning and/or transferring/lifting student(s) as required; lifts, turns, and moves students from place to place.

Verifies procedures are provided under specified written provisions approved by a licensed physician and requested by a parent/guardian.

Completes accident reports and follow up.

Provides services and related duties of the health program including clerical tasks related to the medical needs of students, ordering materials, maintaining records, and informing parents of the health status of students; assists with data collection related to program need.

Keeps records of medical procedures, supports staff with Medi-Cal billing.

Coordinates medical information between the parent, school, and medical provider.

Assists teachers with student supervision on school grounds.

Reports adverse medical conditions of students served through coordination and consultations with school nurse administrators.

Attends workshops and trainings to improve skills necessary to effectively work with students; maintains CPR and First Aid certification.

Refers student and his/her parent or guardian to appropriate community resources.

Attends staff meetings and other assigned meetings as required.

Complies with state required data collection and reporting regulations.

OTHER DUTIES:

Performs related duties as assigned.

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Skilled vocation nursing practices, procedures, and laws and regulations applicable to the role of the LVN.

Needs of medically fragile students.

Appropriate techniques for the physical management and care of medically fragile students.

Techniques of learning reinforcement and behavior modification.

Department policies and procedures.

Safe working practices and procedures for performing physical care for students.

Confidentiality laws relating to student records.

Emergency medical treatment.

Effective record-keeping practices and procedures.

Proper English usage, spelling, grammar, and punctuation.

Interpersonal skills using tact, patience, and courtesy.

Operation of a computer and assigned software.

ABILITY TO:

Perform specialized health procedures.

Supervise students.

Identify, assess, monitor, treat and evaluate the physical health needs of students.

Perform assigned medically oriented assessments and specialized health procedures.

Interact with students, parents, staff, and community in patient and friendly manner.

Communicate effectively both orally and in writing.

Deal with stressful situations in a calm, professional manner.

Lift and move students safely; push and pull wheelchairs.

Administer medication pursuant to physician's instructions.

Understand and carry out oral and written instructions.
Exercise judgement and discretion.
Establish and maintain cooperative and effective work relationships.
Maintain accurate and current records and files.
Maintain confidentiality of student records.
Operate standard office equipment, including computers and related software.
Maintain CPR and First Aid certifications.

REQUIRES:

Passing a pre-employment physical examination related to job duties/assignments and in accordance with applicable law, statutes, bargaining unit agreements, and merit system rules.

EDUCATION AND EXPERIENCE:

High School diploma, or equivalent, completion of a training program in Vocational Nursing, some experience utilizing nursing licensure. Experience in an educational setting preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Licensed Vocational Nurse
Valid First Aid and CPR certificates
Valid California Driver's License

WORKING CONDITIONS:

Working conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions. Variations in conditions may occur under certain circumstances.

PHYSICAL DEMANDS:

Incumbents stand and sit for long periods of time; walk short distances on a regular basis; use hands and fingers to operate a computer keyboard or other office equipment; reach with hands and arms; stoop, kneel, or crouch; speak clearly and distinctly to answer telephones and to provide information; see to read fine print and operate computer; hear and understand voice over telephone and in person; and move and transport materials weighing up to 20 pounds; use hands and fingers to perform standard nursing procedures.

ENVIRONMENT:

Duties are performed in a specialized classroom environment, or other indoor setting as needed.

Approved by the Personnel Commission: July 14, 2021



Marisa Perry
Director – HR/Classified Personnel Services

Date: 07/14/21

AGENDA ITEM VI – B (NEW BUSINESS – ACTION)

APPROVAL / RATIFICATION OF ESTABLISHING CLASSIFICATION, ASSOCIATED CLASSIFICATION SPECIFICATION AND RECOMMENDING SALARY RANGE

BACKGROUND

The Educational Services, Student Services and Support Division proposes establishing the Paraeducator – Special Education - ASL position to support students who are deaf and/or hard of hearing by providing language translation as well as instructional support.

Based on the concept of the classification, and an audit of similar positions and positions within the SCCOE, to ensure a robust internal structure, the salary range for Paraeducator – Special Education - ASL is recommended at Range 38.0.

A copy of the classification specification is enclosed.

TITLE	RANGE	HOURLY RATE
Paraeducator – Special Education	AIDES – 37.0	\$21.52 - \$25.41
Paraeducator – Special Education - ASL	AIDES – 38.0	\$22.53 - \$26.58

RECOMMENDATION

1. Approve establishing the following classification and the associated classification specification:
 - a. Paraeducator – Special Education - ASL
2. Recommend the following salary Range for the following classification:
 - a. Paraeducator – Special Education - ASL, Range 38.0
3. Approval shall be effective July 14, 2021

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: PARAEDUCATOR – SPECIAL EDUCATION - ASL

BASIC FUNCTION:

Assists teacher(s) and/or other certificated personnel by performing a variety of instructional support duties to individual or small groups of Special Education pupils in a classroom or resource environment encompassing a range of physical, emotional, intellectual, and communication disabilities for severely and non-severely handicapped pupils; assists in the establishment and maintenance of appropriate classroom and site behavior; performs specialized language translation for students in the Special Education program who may be deaf and/or hard of hearing, who utilize American Sign Language (ASL) as the primary modality of communication; performs a routine of clerical tasks as assigned.

DISTINGUISHING CHARACTERISTICS:

This job class is distinguished from other Paraeducator classifications in that the incumbent is required to be proficient in ASL to provide language translation to students who are deaf and/or hard of hearing. The class of Paraeducator – Special Education - ASL provides responsible clerical, caretaking, and/or paraprofessional activities in support of the educational/training objectives of certificated staff and requires a high degree of positive contact with students, community members, and both district and county office staff. Employees in this class receive direct supervision within a framework of well-defined policies and procedures.

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:

Works with students in small groups or in prescribed one-to-one assignments to tutor, reinforce, or follow up learning activities in basic academic, language, and/or specialized subject areas related to the level of achievement; under direction of teacher, provides individualized instruction by matching instruction to needs of each learner.

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

Trains staff members in simple signing methods as directed in order to enhance the educational experience of the student.

Controls volatile students physically as needed according to approved Pro-ACT techniques.

Assists in the implementation of assigned sections of the students Individualized Educational Plan (IEP) and behavior intervention plans which may involve use of approved behavior modification, physical management techniques or other skills or knowledge to establish and maintain appropriate behaviors.

Assists the teacher in establishing and maintaining a clean, safe, and cooperative classroom and learning environment.

Assists in organizing learning environments; prepares and sets up instructional materials and/or equipment for use in classroom activities; maintains instructional material and equipment. Assists teachers in implementing the course of study through one-to-one and group instruction; accompanies or assists students to and from school bus or other transportation and in moving to and from activities on school site.

Assists in the supervision and monitoring of students during lunch, recess, bus loading/unloading etc.; accompanies and assists students in “mainstream classroom activities”, computer lab, library, etc.

Accompanies and supervises students on community based instructional outings, work programs, and/or field trips; reinforces positive behavior in public settings; assists students in learning life skills such as crossing streets safely, riding buses, etc.

Performs routine clerical tasks as assigned; operates duplicating machines; assembles materials for classroom projects; prepares material and masters; files classroom, student, instructional and program materials; and may perform incidental typing tasks.

Confers on a regular basis with a teacher in regard to planning and scheduling activities, progress in instructional goals and objectives, pupil progress, and pertinent health or behavior problems.

Provides assigned teacher with information on student progress through observation, daily contact, and maintenance of accurate student progress records/logs.

Assists in establishing and maintaining routine informational and operational records and files related to classroom/program activities.

Assists students in becoming self-reliant; fosters student independence in classroom and learning environments.

Prepares lunch trays and under direction of certificated staff, feeds students unable to feed themselves.

Attends in-service and staff meetings as required.

Assists lifting of students in and out of wheelchairs, braces, and other orthopedic equipment; assists in physically transferring/lifting students to and from their wheelchairs for busing, school, and/or community activities.

Performs kneeling, stooping, standing, and lifting activities in the performance of required daily activities.

Guides students and/or provides appropriate modeling in a variety of areas: physical development and fitness, communication, personal hygiene, academic learning, appropriate dress, vocational skills, and is often assigned to do more in-depth work in one of these areas.

Maintains confidentiality of student records and classroom information in accordance with legal requirements and policies.

Assists students with personal hygiene functions including toileting, diapering, eating, dressing and other self-help skills.

Under direct or indirect supervision of school nurses, may provide routine and/or backup one-to-one physical health care and assistance to a severely medically or neurologically disabled student including tube feed, suctioning, and proper positioning of students in specialized equipment, etc.

Administers medications according to physician orders with parent permission and under the direct or indirect supervision of the assigned school nurse; ensures the security of medications by placing them in locked cabinets and ensuring all medication containers are accounted for; maintains accurate and complete medication logs.

Assists in maintaining first aid supplies and maintaining disaster preparedness supplies.

Administers first aid in accordance with established procedures and policies.

OTHER DUTIES:

Performs related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Modes of sign language, finger spelling, and gestures as required by assignment such as American Sign Language (ASL), Conceptually Accurate Signed English (CASE), Contact Sign Language (PSE), Signing Exact English (SEE II) and American Manual Alphabet (finger spelling), methods and techniques used in communicating with persons who are DHOH.

Basic child guidance principles and effective management techniques.

Basic social and emotional needs and challenges associated with students who are deaf and/or hard of hearing.

Deaf culture.

Effective record-keeping practices and procedures.

Proper English usage, spelling, grammar, and punctuation.

Basic academic subjects/developmental activities taught/practiced in assigned instructional unit.

Behavior intervention techniques and strategies.

ABILITY TO:

Perform language translation for students who are deaf and/or hard of hearing who utilize ASL as the primary modality of communication.

Perform voice translation for students, staff, and parents as appropriate.

Understand and follow instructions.

Operate standard office and specialized equipment including a desktop computer, copier, and communications equipment.

Communicate effectively.

Establish and maintain effective work relationships with those contacted in the performance of required duties.

Learn the methods and procedures to be followed in assigned special education classroom/program.

Understand and follow both oral and written instructions.

Understand the needs of assigned special education students and effectively relate to these needs in a learning situation.

Effectively supervise assigned special education students in a variety of situations, maintaining emotional control under difficult and emergency situations.

Maintain a variety of records related to the activities and operations of assigned special education classroom/programs in a confidential manner where appropriate.

Assists severely disabled students with personal hygiene and grooming functions such as toileting, feeding, tube feeding, and/or suctioning in a proper manner.

Recognize and report safety hazards; learn, understand, and adhere to laws, rules, practices, and procedures related to public education for pupils and those related to the program which is assigned.

Exercise tact, diplomacy, and good judgment in dealing with students.

Maintain confidentiality of records and discussions.

Assist teachers and administrators in dealing with behavioral incidences.

Meet the physical requirements necessary to safely and effectively perform required duties, including lifting student weighing up to 50 pounds into and out of wheelchairs and special equipment.

Establish and maintain a positive and effective work relationship with those contacted in the performance of required duties.

EDUCATION AND EXPERIENCE:

Education:

Candidates must meet one of three conditions:

- Possession of a high school diploma or its equivalent and at least 48 college semester units earned at an institution of higher learning; OR
- Possession of a high school diploma or its equivalent and possession of a degree earned at an institution of higher learning; OR
- Possession of a high school diploma or its equivalent and the ability to obtain a passing score on the County Office of Education Paraprofessional Examination in accordance with applicable law, statutes, bargaining unit agreements, and merit system rules.

Experience:

- Paid or volunteer experience working with or serving individuals with exceptional needs or behavioral deficits is preferred.

LICENSES AND OTHER REQUIREMENTS:

Incumbents must be proficient in American Sign Language (ASL) and pass a proficiency exam in ASL.

PHYSICAL DEMANDS:

Frequently (34-66%): smell and reach above shoulders.

Continuously (67-100%): bend, twist, push, pull, climb, squat, crawl and kneel.

Frequently (34-66%): employ the use of the Hoyer Lift to elevate up to 120 lbs. from floor to chest height.

Frequently (34-66%): lift 40-50 lbs. to waist height.

Frequently (34-66%): sit, reach with hands and arms; climb or balance; stand and walk; grasp with hands and fingers; and lift up to 50 lbs.

Continuously (67-100%): use hands to finger, handle or fell objects, tools, or controls; see (including close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus), hear and speak; key (i.e., computer, calculator, telephone); and lift (up to 40 lbs.).

WORKING ENVIRONMENT:

Approximately 95% of the time performing job duties is spent indoors, within a classroom environment. While performing the duties of this job, constantly exposed to risk of trip and fall (over wheelchairs, walkers, IV stands, Hoyer lifts, crutches, etc.).

Noise level in the work environment is usually moderate. Approximately 30 minutes each day is spent at bus loading area where noise is extremely shrill and loud.

The temperature of the work environment is moderate and ranges from 65 – 80 degrees.

MACHINES, TOOLS AND EQUIPMENT:

Seldom (1-5%): automobile.

Occasionally (6-33%): copier, fax, and computer.

Frequently (34-66%): writing instruments and telephone.

Frequently (34-66%): hand-crank Hoyer lift, IV stands and tubes for feeding and medication.

TRAVEL:

This job class requires minimal routine travel within close proximity to the regular assigned work location.

Approved by the Personnel Commission: July 14, 2021



Marisa Perry
Director – HR/Classified Personnel Services

Date: 07/14/21

AGENDA ITEM VI – C (NEW BUSINESS – ACTION)

APPROVAL / RATIFICATION OF ESTABLISHING CLASSIFICATION, ASSOCIATED CLASSIFICATION SPECIFICATION AND RECOMMENDING SALARY RANGE

BACKGROUND

The Educational Services, Student Services and Support Division proposes establishing the Education Navigator – Alternative Education position to facilitate the Individual Transition Plan process for justice-engaged youth enrolled in SCCOE court schools. This proposed position will be created as the result of a Memorandum of Understanding between the SCCOE and the County of Santa Clara to comply with AB 1354.

Based on the concept of the classification, and an audit of similar positions and positions within the SCCOE, to ensure a robust internal structure, the salary range for Education Navigator – Alternative Education is recommended at Range 46.0.

A copy of the classification specification is enclosed.

TITLE	RANGE	MONTHLY SALARY	EDUCATION	EXPERIENCE
Education Navigator – Alternative Education	OTBS - 46.0	\$5,713.03 - \$6,769.97	BA	3 YRS
Navigator - Opportunity Youth Academy	OTBS - 46.0	\$5,713.03 - \$6,769.97	BA	3 YRS

RECOMMENDATION

1. Approve revising the following classification specification:
 - a. Education Navigator – Alternative Education
2. Recommend the following salary Range for the following classification:
 - a. Education Navigator – Alternative Education, Range 46.0
3. Approval shall be effective July 14, 2021

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: EDUCATION NAVIGATOR – ALTERNATIVE EDUCATION

BASIC FUNCTION:

Under the direction of the Alternative Education Department Administrator, the Education Navigator – Alternative Education, facilitates the Individual Transition Plan (ITP) process for justice-engaged students enrolled in SCCOE court schools. The Education Navigator – Alternative Education is responsible for the facilitation of the ITP process, including coordinating meetings associated with the ITP, completing related interviews, documenting process and procedural outcomes, analyzing data as it pertains to the ITP process, and collaborating with agencies to ensure the successful transition of students to school of best fit. The Education Navigator – Alternative Education works with students and parents/guardians to develop a plan and strategy for re-enrolling students in school; builds positive and productive relationships with students and leverages those relationships to monitor and implement interventions as needed to ensure a successful transition as student leaves court school.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Collaborates with outside agencies, including Probation, Alternative Education Transition Planning Team, Community Liaison, school counselor, social service workers, parents or guardians and community partners to develop an IITP for each student.

Coordinates regular meetings to support the ITP process; completes related interviews; accurately documents the process and procedural outcomes.

Develops a supportive and trusting relationship with justice-engaged students and identifies any academic and/or social emotional issues that might impact student success at their school of origin or next school placement.

Works closely with students and parents/guardians to develop a plan and strategy for re-enrollment to a school; establishes academic and career goals to include in their ITP.

Collaborates with district personnel to coordinate school site visits; accompanies students and parents/guardians to visits as appropriate.

Communicates with district and school site personnel to complete student enrollment; assists students and parents/guardians with the completion of required enrollment forms; meets enrollment timelines accordance with associated State and Federal regulations.

Maintains accurate records of ITP process for each student to support data analysis throughout the school year.

Utilizes assigned software and databases to monitor student attendance, academic performance, and behavior following placement; gathers, organizes, and maintains data records to assist in the assessment of student success.

Follows-up on the outcome of student placement; collaborates with the ITP team to suggest and implement interventions as needed to ensure a successful transition from court school to the school of best fit; checks-in monthly with students and families to strengthen established relationships and note any changes in program or options related to school of best fit.

Attends and actively participates in a variety of meetings as assigned, including scheduled multi-disciplinary team meetings.

Supports partnerships with community agencies; maintains ongoing contact to share information as appropriate.

Provides information and associated materials to students and parents/guardians related to community services, social services, and local resources; refers student, parents/guardians to local agencies as appropriate.

Operates a variety of office equipment including a calculator, copier, fax machine, computer and assigned software.

OTHER DUTIES:

Perform other related duties as assigned

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Program objectives and functions.

Safety practices and procedures.

Demographics of the community.

Multi-cultural communication.

Individual Transition Plans (ITP).

Education code and Federal and State regulations.

Community and governmental resources, educational programs, a variety of community resources and social networks.

Problem needs and behavior patterns of at-risk students and disadvantaged groups.

Principles and practices of confidentiality.

Business telephone etiquette.

Operation of a variety of office equipment including a computer and assigned software.

Oral and written communication skills.

Interpersonal relations skills using tact, patience, and courtesy.

Record-keeping, reporting and filing techniques.

ABILITY TO:

Develop strong, empathic relationships with students and their families.
Recognize and value diversity and be culturally responsive to the population served.
Work with minimal supervision outside of formalized, central office setting.
Ability to maintain detailed records of student outcomes and activities.
Coordinate efforts of various social service agencies and community organizations.
Effectively organize and prioritize work assignments.
Conduct community outreach.
Effectively communicate orally and in writing.
Understand multiple step instructions.
Read, interpret, and explain written procedures.
Use proper spelling and grammar.
Perform basic math, including calculations using fractions, percent, and/or ratios.
Perform work using assigned equipment and software programs, such as those included in the Microsoft Office suite.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Bachelor’s degree in counseling, Psychology, social work or closely related field and three years of experience in educational service, community-based resources, or human relations.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver’s license is required.
Driving record which meets the County Office of Education’s insurance requirements.

WORKING CONDITIONS:

Work flexible hours to meet needs of families and attend evening meetings.

ENVIRONMENT:

This job is performed generally in an office setting, at school sites and may include brief home visits as needed.
Minimal temperature variations.
Generally, hazard free environment.
Clean atmosphere.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Sitting, walking, and standing.
Occasional lifting, carrying, pushing and/or pulling.
Climbing and balancing.
Stooping, kneeling, crouching and/or crawling.
Reaching, handling.
Use hands and fingers to operate a desktop computer or other office equipment.
Speak clearly and distinctly to answer telephones and provide information.
See to read fine print.
Hear and understand voices over telephone and in person.

Approved by the Personnel Commission: July 14, 2021



Marisa Perry
Director – HR/Classified Personnel Services

Date: 07/14/21

AGENDA ITEM VI – D (NEW BUSINESS – ACTION)

APPROVAL / RATIFICATION OF CLASSIFICATION SPECIFICATION REVISION

BACKGROUND

The Professional Learning & Instructional Support Division proposes revising the minimum qualifications of the Mental Health School Wellness Specialist to add the possession of a valid California license as a Clinical Social Worker as an option to qualify for the position, in addition to a valid California license as a Marriage and Family Therapist, which was added last month.

A copy of the classification specification is enclosed.

Classification	Revisions
<ul style="list-style-type: none">• Mental Health School Wellness Specialist	<ul style="list-style-type: none">• Minimum qualification modification

RECOMMENDATION

1. Approve revising the following classification specification:
 - a. Mental Health School Wellness Specialist
2. Approval shall be effective July 14, 2021

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: MENTAL HEALTH SCHOOL WELLNESS SPECIALIST

BASIC FUNCTION:

Under the direct supervision of the Coordinator, Social Emotional Wellness, the Mental Health School Wellness Specialist is responsible for the operation of the Wellness Center at assigned middle and high school site(s), including program implementation, day to day operations, coordinating direct services, and spearheading schoolwide prevention and education efforts. Ensures compliance with applicable State and Federal laws, codes, and regulations (HIPAA and FERPA) related to student support and wellness services; assists with Medi-Cal certification process and billing, and performs related work as required to ensure that all programs are in alignment with the outcomes for student success. This position is contingent upon the receipt of grant funding.

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:

Promotes school wide health and wellness by developing and coordinating prevention and wellness activities.

Provides and/or coordinates provision of support groups, 1:1 counseling, crisis intervention services, and case management.

Conducts intake assessments and triage, develops treatment plans, and provides case management, crisis counseling, and interventions to referred students.

Serves as member on school intervention teams, conducts risk assessments to support student safety.

Maintains and documents individual and group counseling logs, notes, and summaries of mental health treatments provided.

Collaborates with school site staff and other Wellness Center team members to encourage alignment, collaboration, and implementation of programs and services on site and across sites.

Leads weekly meetings with school site Wellness Team.

Manages the student referral and case management system.

Provides training and guidance to the Wellness Center Liaison and MSW and MFT interns.

Familiar with Medi-Cal and billing for reimbursement.

Delivers professional learning opportunities for school staff, parents, and students; provides ongoing specialized mental health assistance to school staff, parents, and students.

Provides and/or coordinates provision of consultations for school staff, parents, and students.

Facilitates student clubs and/or other student groups to support and promote mental health and wellness.

Conducts communication and outreach to school staff, parents, students, the community, and partners.

Coordinates prevention and intervention programs and services with school staff, school counselor, Behavioral Health Services Department (BHSD), and other community mental health providers.

Participates in and supports the student advisory council and wellness advisory board, to ensure youth voice and community voice within the wellness center, in collaboration with the Social Emotional Wellness Coordinator.

Works with Wellness Liaison and interns to assess student needs at the site and coordinates with community partners to provide student wellness services on and off campus.

Collaborates with community partners to track referrals, services received, and programs offered to students and families.

Completes and oversees data entry, data utilization, and documentation for ongoing services, referrals, and programs.

Assists site with data collection such as Wellness evaluation surveys and California Healthy Kids Survey.

Maintains a case management filing system of all registered and referred clients in compliance with HIPAA and FERPA regulations.

Manages reporting requirements to ensure compliance with State Education Code, FERPA, HIPAA, and other applicable laws, rules, and regulations.

Assists parents/caregivers and students to access and utilize community resources.

Provides referrals to students and families to relevant social services and community resources.

Collaborates with school site personnel, district administrators, SCCOE, BHSD, parents, and other mental health providers to coordinate delivery and care of effective mental wellness services.

Conducts travel, as needed, to provide treatment, support, and consultation to meet student's and family's mental health needs.

OTHER DUTIES:

Performs related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Comprehensive School Health Model.

Evidence-based practices and modalities of counseling, family system theories, and therapeutic methodologies.

Ethics and associated legal confidentiality requirements.

Applicable sections of State Education Code, and other applicable laws, rules, and regulations.

Health Insurance Portability and Accountability Act (HIPAA).
Family Education Rights and Privacy Act (FERPA).
Diagnostic and Statistical Manual of Mental Disorders (DSM).
Diagnosis and treatment models for individuals, groups, and families.
Medi-Cal billing process.
Abnormal and normal child development, behavior, and parent-child relationships.
Techniques for crisis management and intervention.
Community referral resources.
Effective verbal and written communication.
Group dynamics and conflict resolution.
Best practices in training and supervision techniques.
Record writing and record-keeping techniques.
Social, emotional, and mental health issues for school aged children.
Child abuse mandated reporting policies and procedures.
Computers, databases, internet, email, spreadsheets, and student information systems.

ABILITY TO:

Coordinate, plan, and organize direct services and programs.
Establish and maintain strong working relationships with others; collaborate and use problem-solving skills when working with staff and outside agencies.
Implement HIPAA and FERPA regulations.
Work independently at the school site level with little direction.
Plan and conduct mental health services and programs for students or groups of students, inclusive of therapy.
Provide direct intervention to support students with mental health disorders, including development of effective treatment plans.
Make referrals for community resources, support groups, and social services.
Interpret, apply, explain, and maintain current knowledge about applicable laws, codes, rules, and regulations inclusive of HIPAA and FERPA.
Conduct statistical analysis by analyzing data.
Complete work despite many interruptions.
Maintain accurate records and prepare various reports.
Prepare slide decks and deliver oral presentations.
Supervise, train, and monitor the performance of Wellness Center Liaison and the MSW and MFT interns.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Master’s degree which qualifies for licensure as Marriage and Family Therapist or licensure as a Clinical Social Worker by the State Board of Behavioral Science and one year experience working in an educational or mental health organization working with school aged children in educational, individual, or family therapy service settings. Experience with “at risk” students, and/or experience working in a Wellness/School Based Health Center preferred.

LICENSES AND OTHER REQUIREMENTS:

Possession of a valid California license as a Marriage and Family Therapist or a valid California license as a Clinical Social Worker issued by the State Board of Behavioral Science.

Valid California Driver’s License.

May require:

Fluency in English and a second language as specified by the Santa Clara County Office of Education.

WORKING CONDITIONS:

ENVIRONMENT:

School site.

Indoor/outdoor and community-based environment.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

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

Dexterity of hands and fingers to operate a computer keyboard.

Seeing to read a variety of materials.

Sitting or standing for extended periods of time.

Bending at the waist, kneeling, or crouching to assist students.

Approved by the Personnel Commission: November 18, 2020

Revised: June 9, 2021, July 14, 2021



Marisa Perry
Director III – HR / Classified Personnel Services

Date: 07/14/21

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: MENTAL HEALTH SCHOOL WELLNESS SPECIALIST

BASIC FUNCTION:

Under the direct supervision of the Coordinator, Social Emotional Wellness, the Mental Health School Wellness Specialist is responsible for the operation of the Wellness Center at assigned middle and high school site(s), including program implementation, day to day operations, coordinating direct services, and spearheading schoolwide prevention and education efforts. Ensures compliance with applicable State and Federal laws, codes, and regulations (HIPAA and FERPA) related to student support and wellness services; assists with Medi-Cal certification process and billing, and performs related work as required to ensure that all programs are in alignment with the outcomes for student success. This position is contingent upon the receipt of grant funding.

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:

Promotes school wide health and wellness by developing and coordinating prevention and wellness activities.

Provides and/or coordinates provision of support groups, 1:1 counseling, crisis intervention services, and case management.

Conducts intake assessments and triage, develops treatment plans, and provides case management, crisis counseling, and interventions to referred students.

Serves as member on school intervention teams, conducts risk assessments to support student safety.

Maintains and documents individual and group counseling logs, notes, and summaries of mental health treatments provided.

Collaborates with school site staff and other Wellness Center team members to encourage alignment, collaboration, and implementation of programs and services on site and across sites.

Leads weekly meetings with school site Wellness Team.

Manages the student referral and case management system.

Provides training and guidance to the Wellness Center Liaison and MSW and MFT interns.

Familiar with Medi-Cal and billing for reimbursement.

Delivers professional learning opportunities for school staff, parents, and students; provides ongoing specialized mental health assistance to school staff, parents, and students.

Provides and/or coordinates provision of consultations for school staff, parents, and students.

Facilitates student clubs and/or other student groups to support and promote mental health and wellness.

Conducts communication and outreach to school staff, parents, students, the community, and partners.

Coordinates prevention and intervention programs and services with school staff, school counselor, Behavioral Health Services Department (BHSD), and other community mental health providers.

Participates in and supports the student advisory council and wellness advisory board, to ensure youth voice and community voice within the wellness center, in collaboration with the Social Emotional Wellness Coordinator.

Works with Wellness Liaison and interns to assess student needs at the site and coordinates with community partners to provide student wellness services on and off campus.

Collaborates with community partners to track referrals, services received, and programs offered to students and families.

Completes and oversees data entry, data utilization, and documentation for ongoing services, referrals, and programs.

Assists site with data collection such as Wellness evaluation surveys and California Healthy Kids Survey.

Maintains a case management filing system of all registered and referred clients in compliance with HIPAA and FERPA regulations.

Manages reporting requirements to ensure compliance with State Education Code, FERPA, HIPAA, and other applicable laws, rules, and regulations.

Assists parents/caregivers and students to access and utilize community resources.

Provides referrals to students and families to relevant social services and community resources.

Collaborates with school site personnel, district administrators, SCCOE, BHSD, parents, and other mental health providers to coordinate delivery and care of effective mental wellness services.

Conducts travel, as needed, to provide treatment, support, and consultation to meet student’s and family’s mental health needs.

OTHER DUTIES:

Performs related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Comprehensive School Health Model.

Evidence-based practices and modalities of counseling, family system theories, and therapeutic methodologies.

Ethics and associated legal confidentiality requirements.

Applicable sections of State Education Code, and other applicable laws, rules, and regulations.

Health Insurance Portability and Accountability Act (HIPAA).
 Family Education Rights and Privacy Act (FERPA).
 Diagnostic and Statistical Manual of Mental Disorders (DSM).
 Diagnosis and treatment models for individuals, groups, and families.
 Medi-Cal billing process.
 Abnormal and normal child development, behavior, and parent-child relationships.
 Techniques for crisis management and intervention.
 Community referral resources.
 Effective verbal and written communication.
 Group dynamics and conflict resolution.
 Best practices in training and supervision techniques.
 Record writing and record-keeping techniques.
 Social, emotional, and mental health issues for school aged children.
 Child abuse mandated reporting policies and procedures.
 Computers, databases, internet, email, spreadsheets, and student information systems.

ABILITY TO:

Coordinate, plan, and organize direct services and programs.
 Establish and maintain strong working relationships with others; collaborate and use problem-solving skills when working with staff and outside agencies.
 Implement HIPAA and FERPA regulations.
 Work independently at the school site level with little direction.
 Plan and conduct mental health services and programs for students or groups of students, inclusive of therapy.
 Provide direct intervention to support students with mental health disorders, including development of effective treatment plans.
 Make referrals for community resources, support groups, and social services.
 Interpret, apply, explain, and maintain current knowledge about applicable laws, codes, rules, and regulations inclusive of HIPAA and FERPA.
 Conduct statistical analysis by analyzing data.
 Complete work despite many interruptions.
 Maintain accurate records and prepare various reports.
 Prepare slide decks and deliver oral presentations.
 Supervise, train, and monitor the performance of Wellness Center Liaison and the MSW and MFT interns.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Master's degree which qualifies for licensure as Marriage and Family Therapist or licensure as a Clinical Social Worker by the State Board of Behavioral Science and one year experience working in an educational or mental health organization working with school aged children in educational, individual, or family therapy service settings. Experience with "at risk" students, and/or experience working in a Wellness/School Based Health Center preferred.

LICENSES AND OTHER REQUIREMENTS:

Possession of a valid California license as a Marriage and Family Therapist or a valid California license as a Clinical Social Worker issued by the State Board of Behavioral Science-

Valid California Driver's License.

May require:

Fluency in English and a second language as specified by the Santa Clara County Office of Education.

WORKING CONDITIONS:

ENVIRONMENT:

School site.

Indoor/outdoor and community-based environment.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

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

Dexterity of hands and fingers to operate a computer keyboard.

Seeing to read a variety of materials.

Sitting or standing for extended periods of time.

Bending at the waist, kneeling, or crouching to assist students.

Approved by the Personnel Commission: November 18, 2020

Revised: June 9, 2021, July 14, 2021



Marisa Perry
Director III – HR / Classified Personnel Services

Date: 06/09/2021

AGENDA ITEM VI – E (NEW BUSINESS – ACTION)

**APPROVAL / RATIFICATION OF
CLASSIFICATION SPECIFICATION REVISION & RETITLING**

BACKGROUND

The Technology & Data Services Division proposes the revision of the Enterprise Network Engineer classification to modernize the position and better reflect the current job duties. It is also recommended to retitle the position from Enterprise Network Engineer to Network Engineer to align with industry standards and to attract a larger pool of candidates.

A copy of the classification specification is enclosed.

Classification	Revisions
<ul style="list-style-type: none">Enterprise Network Engineer	<ul style="list-style-type: none">Duty modification updateRetitle to Network Engineer

RECOMMENDATION

1. Approve revising and retitling the following classification specification:
 - a. Enterprise Network Engineer to Network Engineer
2. Approval shall be effective July 14, 2021

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: NETWORK ENGINEER

BASIC FUNCTION:

Under the direction of an assigned manager, plans, designs, configures, implements, evaluates, tests, and troubleshoots wired and wireless Local Area Networks (LAN), Wide Area Networks (WAN), telecommunications, data communications and network security systems, software-defined network systems, upstream and downstream ISP connections and networks of moderate to advanced complexity and difficulty to meet the needs of the County Office of Education and school districts; provide escalated network and administrative technical support for users; participate in project design and management, public relations, research and problem-solving activities.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Designs, installs, configures, and monitors network devices including switches, routers, optical equipment, firewalls, wireless controllers, network security appliances and associated enterprise network applications.

Designs, installs, configures, and monitors network infrastructure and performance between both downstream and upstream Internet Service Provider (WAN) connections.

Designs, installs, configures, and monitors advanced optical (layer 1) networks leveraging advanced dense wave division multiplexing (DWDM) technologies.

Designs, installs, configures, and monitors advanced wireless networks leveraging advanced Citizens Broadband Radio Service (CBRS) technologies.

Designs, installs, configures, and monitors network infrastructure and performance for campus, branch, datacenter, and co-location sites.

Designs, implements, and maintains complex systems for secure delivery of digital information; plans, configures and installs secure access connections to County Office servers and provide secure access for onsite and remote mobile workers and devices.

Designs network infrastructures and manage specific network design projects to support current and future network and computing connectivity and bandwidth requirements of internal and external systems and applications.

Designs, implements, and routinely assess options for network diversity to support and ensure the resiliency of network-connected systems and services.

Designs, implements, and reviews network segmentation strategies to ensure the isolation of network areas required for network security and management.

Designs, implements, and documents network migration strategies and processes for both internal and external projects and requirements minimizing connectivity disruptions for both systems and users.

Anticipates key growth areas and bandwidth requirements for internal and external customers and systems to ensure all network capacity planning accounts for current and future needs.

Collaborates with application owners across teams, departments, and organizations to develop network design strategies, accounting for support and bandwidth growth needs.

Analyzes and resolves escalated tier 2 and tier 3 problems between LAN/WAN, SAN, servers, desktop computers, and enterprise applications; works with network and security system vendors to ensure optimal efficiency in network operations.

Provides work direction, training, and guidance to other technical support staff; oversee the work of outside contract workers on construction of network design projects.

Collaborates with, coordinates with, or assists other technical team members in network-related tasks to support inter-team and inter-departmental projects and initiatives.

Prepares cost analysis of proposed and existing network services; recommend contractual changes, service providers and cost control measures; participates in the development of feasibility studies and cost-effectiveness studies for new network and security infrastructure and associated enterprise applications.

Provides technical support for network operations; performs diagnostic tests; compiles, organizes, and analyzes data to troubleshoot network problems; analyzes and resolves connectivity problems with network infrastructure and network-security systems and associated enterprise applications, LAN/WAN, SAN, servers; works with support team members to assure timely response to problem calls.

Provides recommendations and support for the development of technical policies and strategies for network system design and scaling, augmenting hosted services and broadening network support capacities.

Ensures all enterprise network components are updated, secure, and conform to availability and resiliency requirements and are accounted for in designing for growth.

Plans and oversees multiple network projects to completion; identifies scope of work and objectives; facilitates the resolution of complex project problems by meeting with stakeholders, vendors, and other technical staff to identify problems and potential solutions; assures projects are planned and delivered according to customer needs.

Coordinates service calls and schedules appointments between service providers and users experiencing problems and ensure satisfactory resolution.

Manages user passwords and profiles related to network infrastructure and network security systems; conducts routine audits of security procedures.

Maintains and operates network monitoring and diagnostic software and equipment for capacity planning and preventative maintenance.

Receives and reviews equipment installation requests from users, ensure completeness, and contact users regarding discrepancies.

Trains users and customers in the proper use and operation of LAN/WAN systems and related equipment; trains and assists administrative support staff in department-specific software application and hardware.

Prepares and updates operation documentation and guides; prepares documentation for the placement of equipment; maintains and monitors equipment inventory lists; maintains accurate records, logs, and files related to assigned LAN, WAN, and equipment inventory activities, servicing, operations, and functions; writes articles, newsletters, and technical documentation; prepares network diagrams, flow charts, graphic presentations, and narrative reports to recommend improvements or resolve problems.

Repairs or facilitates the repair of network equipment and other associated systems as needed.

Maintains current knowledge of emerging technologies and research in information technology; conducts research; assists with developing policies and strategic plans for the use and support of emerging technologies and assess the impact on current practices.

OTHER DUTIES:

Performs related duties as assigned.

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

LAN/WAN network and security protocols – TCP/IP, Quality of Service (QoS), OSPF, BGP, IPsec, 802.1x, RADIUS, SNMP.

Network Operating Systems – Cisco IOS, Cisco NX-OS, Aruba OS, Aruba-CX, PAN-OS.

Firewall technologies – Cisco ASA, Palo Alto Networks, other next-generation firewalls.

Wireless Systems – Cisco, Meraki, Aruba.

Citizens Broadband Radio Service Wireless Systems.

Optical (Layer 1) Systems – Ekinops, ADVA, Cisco NCS.

Network Security Applications – Cisco ISE, Aruba Clearpass, other NAC technologies.

Software Defined Network technologies – Cisco SDA, VMware NSX, SDN.

Analytical, research and problem-solving methods; network analysis and project management procedures and techniques.

Telecommunications network design.

Project management concepts, procedures, and tools, including Microsoft Project.

State and Federal laws and regulations relating network and network security systems.

Information systems and network terminology and telecommunications policies, procedures, and vendors.

Installation of data/voice communication networks, telephone systems, and related software and hardware.

Desktop computer hardware and software.

Current trends, techniques, and general principles in enterprise technology.

Proper telephone etiquette and public relations skills.

Proper English usage, grammar, punctuation, and vocabulary.

ABILITY TO:

Apply specialized knowledge in LAN/WAN, telecommunications systems, data communications, servers, hardware, and software systems.

Identify and isolate network or network-related systems problems through the performance of diagnostics and determine appropriate action for resolution.

Establish and maintain logs, records, lists, fact sheets, and files regarding specialized transactions, procedures, and policies.

Prepare user guides and a variety of statistical and narrative reports.

Work various shifts with minimal supervision to meet user and customer needs.

Determine network and network security systems, software programs, and materials to meet user and customer requests and project requirements.

Operate a variety of computer peripheral equipment including desktop and laptop computers as well as associated software.

Anticipate network-related issues and develop effective strategies to mitigate problems before they arise or worsen.

Perform numerical calculations accurately.

Plan, organize, and prioritize assigned tasks and functions efficiently in stressful situations.

Coordinate and monitor networking activities with outside service providers/agencies.

Train users and customers in the proper and secure implementation of network equipment and infrastructure.

Establish and maintain effective work relationships with those contacted in the performance of required duties.

Communicate effectively orally and in writing.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: bachelor's degree in computer science, information systems or related field and five years of increasingly responsible experience in network analysis and administration including the design, implementation and maintenance of LAN/WAN servers and telecommunications system operations.

LICENSES AND OTHER REQUIREMENTS:

Demonstrate proficiency in the requirements for the following certifications:

CISCO CCNP

CISSP

Palo Alto Network PCNSE

Aruba Networks ACMP

Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor and occasional outdoor working environment.

Evening or variable hours.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information and make presentations.
Dexterity of hands and fingers to operate computer keyboard.
Seeing to perform assigned activities.
Sitting for extended periods of time.
Bending at the waist, kneeling, or crouching.

Approved by the Personnel Commission: January 8, 2014
Revised: July 14, 2021



Marisa Perry
Director – HR/Classified Personnel Services

Date: 07/14/21

SANTA CLARA COUNTY OFFICE OF EDUCATION
CLASS TITLE: ENTERPRISE NETWORK ENGINEER

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BASIC FUNCTION:

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Under the direction of an assigned manager, plans, designs, configure, implements, evaluates, tests, and troubleshoots wired and wireless Under the direction of the Manager – Network and Technical Support Services, plan, design, configure, implement, evaluate, test, and debug Local Area Networks (LAN), Wide Area Networks (WAN), telecommunications, data communications and messaging-network security systems, software-defined desktop computer, server and network operating systems,, upstream and downstream ISP connections -and IP telephone systems of considerable networks of moderate to advanced complexity and difficulty to meet the needs of the County Office of Education and school districts; provide escalated network and administrative technical support for users; participate in project design and management, public relations, research, and problem-solving activities.

REPRESENTATIVE DUTIES:

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ESSENTIAL DUTIES:

Plan Designs, installs, configures, and monitors network cabling and network devices including switches, routers, optical equipment, firewalls, storage devices and storage area networks (SANs), network attached storage (NAS), desktop and laptop computers, servers, peripherals and associated software wireless controllers, network security appliances and associated enterprise network applications.

Designs, installs, configures and monitors network infrastructure and performance between both downstream and upstream Internet Service Provider (WAN) connections.

Designs, installs, configures and monitors advanced optical (layer 1) networks leveraging advanced dense wave division multiplexing (DWDM) technologies.

Designs, installs, configures and monitors advanced wireless networks leveraging advanced Citizens Broadband Radio Service (CBRS) technologies.

Designs, installs, configures and monitors network infrastructure and performance for campus, branch, datacenter and co-location sites.

Plan Designs, implements, and maintains complex systems for secure delivery of digital information; plans, configures and installs secure access connections to County Office servers and provide secure access for onsite and remote mobile workers and devices.

plan, implement and maintain technical support systems to meet the requirements of internal departments.

Develop Designs network designs-infrastructures and manage specific network design projects to support current and

future network and computing ~~infrastructure connectivity and bandwidth needs~~ requirements of internal and external systems and applications.

~~Designs, implements and routinely assess options for network diversity to support and ensure the resiliency of network-connected systems and services.~~

~~Designs, implements and reviews network segmentation strategies to ensure the isolation of network areas required for network security and management.~~

~~Designs, implements and documents network migration strategies and processes for both internal and external projects and requirements minimizing connectivity disruptions for both systems and users.~~

~~Anticipates key growth areas and bandwidth requirements for internal and external customers and systems to ensure all network capacity planning accounts for current and future needs.~~

~~Collaborates with application owners across teams, departments and organizations to develop network design strategies accounting for support and bandwidth growth needs.~~

Analyzes and resolves ~~escalated tier 2 and tier 3~~ problems between LAN/WAN, ~~SAN, NAS, servers~~ SAN, server-s, desktop computers, and ~~desktop enterprise~~ applications; ~~Works with network and security equipment providers system vendors~~ to ensure optimal efficiency in network operations.

Direct the work of, train or provide guidance to other technical support staff; oversee the work of outside contract workers on construction of network design projects.

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~~Collaborates with, coordinates with or assists other technical team members in network-related tasks to support inter-team and inter-departmental projects and initiatives.~~

~~Prepares cost analysis of proposed and existing network services; recommend contractual changes, service providers and cost control measures; participate in the development of feasibility studies and cost-effectiveness studies for new computer network and security infrastructure and associated enterprise applications and operating systems.~~

Provides technical support for network operations; performs diagnostic tests; compiles, organizes, and analyzes data to troubleshoot network problems; analyzes and resolves connectivity problems with network infrastructure and network-security systems and associated enterprise applications, LAN/WAN, SAN, servers; works with support team members to assure timely response to problem calls.

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Provides recommendations and support for the development of technical policies and strategies for network system design and scaling, augmenting hosted services and broadening network support capacities.

Ensures all enterprise network components are updated, secure, and conform to availability and resiliency requirements and are accounted for in designing for growth.

~~Direct the work of or provide guidance to other technical support staff; oversee the work of outside contract workers on construction of network design projects.~~

Plans and oversees multiple network projects to completion; identifies scope of work and objectives; facilitates the resolution of complex project problems by meeting with stakeholders, vendors and other technical staff to identify problems and potential solutions; assures projects are planned and delivered according to customer needs.

~~Provide technical support for network operations; perform diagnostic tests; compile, organize, and analyze data to troubleshoot network problems.~~

~~Enterprise Network Engineer—Continued Page 2~~

Coordinates service calls and schedules appointments between service providers and users experiencing problems and ensure satisfactory resolution.

Manages user passwords and profiles related to network infrastructure and network security systems; conducts routine audits of security procedures.

Maintains and operates network ~~and server~~ monitoring and diagnostic software and equipment for capacity planning and preventative maintenance.

Receives and reviews equipment installation requests from users, ensure completeness, and contact users regarding discrepancies.

~~Explain operational and installation procedures to users and~~ Trains users and customers in the proper use and operation of LAN/WAN systems and related equipment; trains and assists administrative support staff in department-specific software application and hardware.

Prepares and updates operation documentation and guides;

~~Prepares~~ documentation for the placement of equipment; maintains and monitors equipment inventory lists; maintains accurate records, logs, and files related to assigned LAN, WAN, and equipment inventory activities, servicing, operations, and functions; writes articles, newsletters, and technical documentation; prepares network diagrams, flow charts, graphic presentations, and narrative reports to recommend improvements or resolve problems.

Repairs or facilitates the repair of network equipment ~~computers, printers~~ and other associated systems/peripherals as needed.

Maintains current knowledge of emerging technologies and research in information technology; conducts research; assists with developing policies and strategic plans for the use and support of emerging technologies and assess the impact on current practices.

~~Drive a vehicle to various sites to conduct work.~~

OTHER DUTIES:

Performs related duties as assigned.

KNOWLEDGE AND ABILITIES:

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KNOWLEDGE OF ~~(may include but not limited to):~~

LAN/WAN ~~network and security technologies protocols – ; including,~~ TCP/IP, Quality of Service (QoS), OSPF, BGP, IPsec ~~wireless LANs, Cisco IOS, and Voice Over IP (VoIP) Network security principles including firewall placement and configuration and VPN implementation,~~ 802.1x, RADIUS, SNMP
Network Operating Systems – Cisco IOS, Cisco NX-OS, Aruba OS, Aruba-CX, PAN-OS
Firewall technologies – Cisco ASA, Palo Alto Networks, other next-generation firewalls
Wireless Systems – Cisco, Meraki, Aruba
Citizens Broadband Radio Service Wireless Systems
Optical (Layer 1) Systems – Ekinops, ADVA, Cisco NCS
Network Security Applications – Cisco ISE, Aruba Clearpass, other NAC technologies
Software Defined Network technologies – Cisco SDA, VMware NSX, SDN

~~Desktop and server operating systems including Microsoft Windows and UNIX.~~

~~Messaging systems including Microsoft Exchange.~~

Analytical, research and problem solving ~~skills~~ ~~methods~~; ~~network systems~~ analysis and project management procedures and techniques.

Telecommunications network design.

Project management concepts, procedures, and tools, including Microsoft Project

State and Federal laws and regulations relating ~~to telecommunications, and network~~ ~~and network security systems~~.

Information systems ~~and~~ ~~network~~ terminology and telecommunications policies, procedures, and vendors.

~~Enterprise Network Engineer – Continued Page 3~~

Installation of data/voice communication networks, telephone systems, and related software and hardware.

Desktop computer hardware and software.

Current trends, techniques, and general principles in ~~office-enterprise~~ technology.

Proper telephone etiquette and public relations skills.

Proper English usage, grammar, punctuation, and vocabulary.

ABILITY TO:

Apply specialized knowledge in LAN/WAN, telecommunications systems, data ~~communications, servers, hardware and software systems.~~

Identify ~~and isolate~~ network- ~~or network~~-related ~~systems~~ problems through the performance of diagnostics, and determine ~~appropriate action for resolution.~~

Establish and maintain logs, records, lists, fact sheets, and files regarding specialized ~~transactions, procedures, and policies.~~

Prepare user guides and a variety of statistical and narrative reports.

Work various shifts with minimal supervision to meet user ~~and customer~~ needs.

Determine network ~~and network security systems~~ ~~ing and telecommunications equipment~~, software programs, and materials to

~~meet user~~ ~~and customer~~ requests ~~and project requirements~~.

Operate a variety of computer peripheral equipment including desktop and laptop computers as

well as associated software.

Anticipate network-related issues and develop effective strategies to mitigate problems before they arise or worsen.

Perform numerical calculations accurately.

Plan, organize, and prioritize assigned tasks and functions efficiently in stressful situations.

Coordinate and monitor ~~telecommunications~~ networking activities with outside service providers/agencies.

Train users and customers in the proper and secure use and application of implementation of network equipment and infrastructure, software, and systems applications.

Establish and maintain effective work relationships with those contacted in the performance of required duties.

Communicate effectively orally and in writing.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: bachelor's degree in computer science, information systems or related field and five years of increasingly responsible experience in network analysis and administration including the design, implementation and maintenance of LAN/WAN servers and telecommunications system operations.

LICENSES AND OTHER REQUIREMENTS:

Demonstrate proficiency in the requirements for CISCO CCNP for the following certification-s:

CISCO CCNA

CISCO CCNP

CISSP

Palo Alto Network PCNSE

Aruba Networks ACMP

Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor and occasional outdoor working environment.

Evening or variable hours.

Driving a vehicle to conduct work.

Enterprise Network Engineer - Continued Page 4

PHYSICAL DEMANDS:

Hearing and speaking to exchange information and make presentations.

Dexterity of hands and fingers to operate computer keyboard.

Seeing to perform assigned activities.

Sitting for extended periods of time.

Bending at the waist, kneeling or crouching.

~~Personnel Commission Approval: January 8, 2014~~

~~January 8, 2014~~

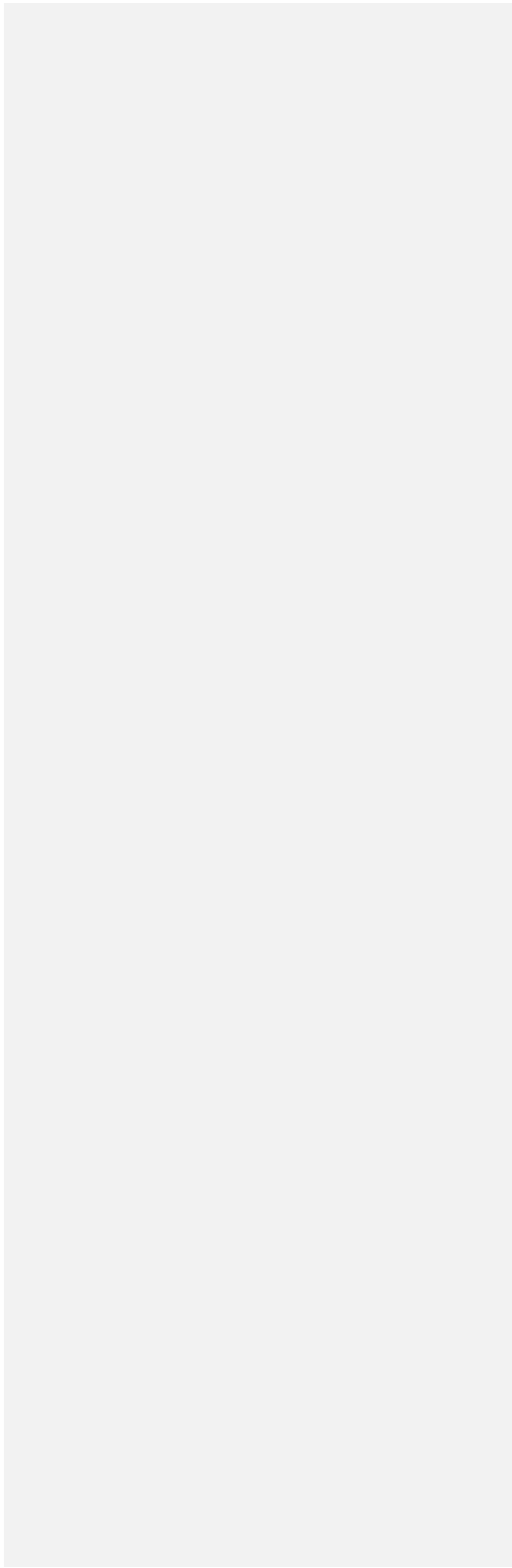
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Sheila Lopez-Date
Director, Classified Personnel Services



AGENDA ITEM VI – F (NEW BUSINESS – ACTION)

**APPROVAL / RATIFICATION OF
CLASSIFICATION SPECIFICATION REVISION & RETITLING**

BACKGROUND

The Professional Learning & Instructional Support Division proposes the revision of the Manager – Safe & Healthy Schools classification to update job duties and better reflect the program being served, which is Tobacco Use Prevention Education. It is also recommended to retitle the position from Manager – Safe & Healthy Schools to Manager – Tobacco Youth Prevention Education to better reflect the program being served and the department name.

A copy of the classification specification is enclosed.

Classification	Revisions
<ul style="list-style-type: none">• Manager – Safe & Healthy Schools	<ul style="list-style-type: none">• Duty modification update• Retitle to Manager – Tobacco Youth Prevention Education

RECOMMENDATION

1. Approve revising and retitling the following classification specification:
 - a. Manager – Safe & Healthy Schools to Manager – Tobacco Youth Prevention Education
2. Approval shall be effective July 14, 2021

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: MANAGER - TOBACCO USE PREVENTION EDUCATION

BASIC FUNCTION:

Under the direction of the Director, School Climate, Leadership, and Instructional Services Department, the Manager - Tobacco Use Prevention Education (TUPE) oversees the Tobacco-Use Prevention Education (TUPE) Programs; provides leadership and coordination for TUPE program services countywide, regionally and statewide; plans, organizes, and provides coaching in the development and implementation of data-driven TUPE evidence-based programs and projects using a Multi-Tiered Systems of Support (MTSS) framework; serves as the California TUPE Coordinator for Santa Clara County; as a community relations liaison between schools and other countywide behavioral and public health agencies for the purpose of sustaining student health and wellness programs in schools; trains, supervises and evaluates the performance of assigned staff.

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:

Provides exceptional leadership, coaching, and supervision for the Tobacco Use Prevention Education (TUPE) Team to ensure that high-quality program services are provided in alignment with the mission and vision of SCCOE.

Supervises, coaches, directs the work, and builds the capacity of TUPE staff, professional experts, consultants, and other appropriate staff to implement multiple program and project objectives.

Directs and supervises the implementation of CDE's tobacco grants at SCCOE, including but not limited to, TUPE, California Technical Assistance TUPE (CTAT), Department of Justice Tobacco Grant and other student health grant programs throughout Santa Clara County; prepares and submits quarterly grant progress and expenditure reports.

Supervises the execution of sub-contracts for program services.

Serves as the state program coordinator for TUPE; coordinates and provides districts with coaching to support program efforts, tobacco-free certification, and Tier 1 and Tier 2 grants; the prevention, intervention, cessation, and youth development implementation of the TUPE program; evaluates program effectiveness and recommends methods of improvement through data analysis.

Serves as community relations liaison to professional organizations and community groups regarding student health and safety, substance use, mental health, and comprehensive sex education programs; coordinates trainings for multi-agency staff; participates in the development of collaborative projects with other local departments and community agencies.

Represents the TUPE Team, and serve as a facilitator, liaison, or resource at meetings with other local, regional, state, and federal agencies and community-based organizations.

Develops and manages program and grant budgets and expenditures; analyzes and reviews budgetary and financial data; controls and authorizes expenditures in accordance with established limitations and allowable costs; monitors revenue receipts and projections; prepares and submits various financial and budget reports to the grant funders.

Engages in fund development and grant writing activities to maintain and secure additional monetary funds and resources; prepares and submits various grant applications.

Receives requests for staff development, assesses specific training needs and researches materials and latest studies relevant to specific staff development topics.

Participates in the California Department of Education Health Framework statewide as it relates to tobacco or substance use; coordinates and chairs state and local health conferences, advisory committees, and serves as a liaison between the CDE and school districts.

Supports the development of building systems using a MTSS or Positive Behavior Interventions and Supports (PBIS) framework, with Santa Clara County School Districts and community agencies providing direct service to students; coaches school districts to interpret, analyze and use data to build multi-levels of interventions and supports for students using data sources, including but not limited to, the California Healthy Kids Survey (CHKS), California Youth Tobacco Survey (CYTS), and California Dashboard.

Provides trainings and workshops on all county CHKS and CYTS implementation and supports the delivery, administration, and collection of all SCCOE Alternative Education reporting; ensures TUPE funded districts are implementing the survey, as required by the grant. Works collaboratively with SCCOE Evaluation team to continuously assess day-to-day TUPE operations and facilitate the data summary analysis and reports to consortium school districts, grant funders and the general community.

Supervises and evaluates the performance of assigned staff; interviews and selects employees and recommends transfers, reassignment, termination, and disciplinary actions; develops staff training opportunities; assigns work to support staff; monitor performance evaluations according to established guidelines and procedures.

Develops memorandums of understanding (MOU) to contract with business partners, district offices, schools, consultants, and non-regular employees to implement TUPE or student health programs.

May supervise or assist in development of state guidance documents, such as non-regulatory guidance and policies.

Prepares and maintains a variety of reports, records, and files related to grants, personnel, funding, and assigned activities.

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

Operates a computer and assigned software programs; operates other office equipment as assigned.

Attends a variety of meetings as assigned.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

TUPE regulations and requirements.

Multi-Tiered Systems of Support.

Positive Behaviors Interventions and Supports.

Alternative strategies to suspensions.

California Health Framework.

Laws, rules, and regulations related to assigned activities.

California Healthy Youth Act.

California Education Code.

California School Dashboard.

Local Control and Accountability Plan.

Strategic planning, including educational policies.

Budget development and administration.

Grant funding and programs to support the strategic objectives of the program.

Interpretation and use of assessment/data results.

Program evaluation standards.

Professional development in designing, interpreting, and using assessments.

MOU and contract best practices.

Modern office practices, procedures, and equipment.

Basic budgeting practices regarding monitoring and control.

Principles and practices of supervision and training.

Correct English usage, grammar, spelling, punctuation, and vocabulary.

Oral and written communication skills.

Interpersonal skills using tact, patience, and courtesy.

Operation of a computer and assigned software.

ABILITY TO:

Organize and direct operations, activities, and staff in support of assessment activities.

Train and evaluate the performance of assigned personnel.

Consult and coach district and school leaders in support of health and wellness activities.

Conduct training for teachers and administrators for small groups and large audiences.

Maintain current knowledge of program rules, regulations, requirements, and restrictions.

Perform duties and responsibilities using independent judgment and personal initiative.

Operate a variety of office equipment, including a computer and assigned software.

Develop and administer MOUs and contracts.

Interpret, apply, and explain rules, regulations, policies, and procedures.

Plan and organize work.

Meet schedules and timelines.

Prepare comprehensive narrative and statistical reports.

Analyze situations accurately and adopt an effective course of action.

Communicate effectively both orally and in writing.

Represent the SCCOE in a positive manner and serve as a liaison to other agencies.

Establish and maintain cooperative and effective working relationships with others.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Master’s degree in public health or a related field, and four years of increasingly responsible experience in school climate and student health and wellness development, including at least one year of supervisory experience. Experience planning and facilitating workshops is preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Class C driver’s license.
A safe driving record that meets the SCCOE’s insurance requirements.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information.
Dexterity of hands and fingers to operate a computer keyboard.
Seeing to read a variety of materials.

Approved by the Personnel Commission: November 13, 2019
Revised: July 14, 2021



Marisa Perry
Director – HR/Classified Personnel Services

Date: 07/14/21

SANTA CLARA COUNTY OFFICE OF EDUCATION
Personnel Commission

CLASS TITLE: MANAGER - ~~SAFE AND HEALTHY SCHOOLS~~ TOBACCO USE PREVENTION EDUCATION

BASIC FUNCTION:

Under the direction of the Director—~~Safe, School Climate, Leadership, and Healthy Schools~~Instructional Services Department, the Manager - ~~Safe and Healthy Schools~~ serves as the program manager for student health and Tobacco Use Prevention Education (TUPE) oversees the Tobacco-Use Prevention Education (TUPE) Programs; provides leadership and coordination for ~~health programs and~~TUPE program services countywide, regionally and statewide; plans, organizes, and provides coaching in the development and implementation of data-driven ~~health~~TUPE evidence based programs and projects using a Multi-Tiered Systems of Support (MTSS) framework; ~~serves as~~ the California TUPE Coordinator for Santa Clara County; _____ as a community relations liaison between schools and other countywide ~~health,~~ behavioral and public health agencies for the purpose of sustaining student health and wellness ~~integration~~ programs ~~and approaches~~in schools; trains, supervises and evaluates the performance of assigned staff.

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:

~~Organizes~~Provide exceptional leadership, coaching, and directs supervision for the day ~~Tobacco Use Prevention Education (TUPE) Team to day operations ensure that high-quality program services are provided in alignment with the mission and vision of health-related programs~~SCCOE. Supervise, coach, direct the work, and build the capacity of TUPE staff, professional experts, consultants, and other appropriate staff to implement multiple program and project objectives.

Direct and supervise the implementation of CDE's tobacco grants at SCCOE, including but not limited to, TUPE, California Technical Assistance TUPE (CTAT), Department of Justice Tobacco Grant and other student ~~tobacco and health~~ grant programs throughout Santa Clara County. Prepare and submit quarterly grant progress and expenditure reports.

Supervise the execution of sub-contracts for program services.

Serves as the state program coordinator for TUPE; coordinates and provides districts with coaching to support TUPE program efforts, tobacco-free certification, and Tier 1 and Tier 2 grants; oversees the prevention, intervention, cessation, and youth development implementation of the TUPE program; evaluates program effectiveness and recommends methods of improvement through data analysis.

Serves as community relations liaison to professional organizations and community groups regarding student health and safety, substance use, mental health, and comprehensive sex education programs; coordinates trainings for multi-agency staff; participates in the development of collaborative projects with other local departments and community agencies.

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Manager - Safe and Healthy Services Tobacco Use Prevention Education – continued

Page 22

Represent the TUPE Team, and serve as a facilitator, liaison, or resource at meetings with other local, regional, state, and federal agencies and community-based organizations.

Develops and manages program and grant budgets and expenditures; analyzes and reviews budgetary and financial data; controls and authorizes expenditures in accordance with established limitations and allowable costs; monitors revenue receipts and projections; prepares and submits various financial and budget reports to the state grant funders.

Engages in fund development and grant writing activities to maintain and secure additional monetary funds and resources; prepares and submits various grant applications.

Receives requests for staff development, assesses specific training needs and researches materials and latest studies relevant to specific staff development topics.

Coordinates the Health Framework Community of Practice (COP) for the Santa Clara County Office of Education (SCCOE) and participates in the California Department of Education Health Framework statewide COPs it relates to tobacco or substance use; coordinates and chairs state and local health and wellness conferences, advisory committees, and serves as a liaison between the CDE and school districts.

Supports the development of building systems using a MTSS or Positive Behavior Interventions and Supports (PBIS) framework, with Santa Clara County School Districts and community agencies providing direct service to students; coaches school districts to interpret, analyze and use data to build multi-levels of interventions and supports for students using data sources, including but not limited to, the California Healthy Kids Survey (CHKS), California Student Youth Tobacco Survey (CSTS, CYTS), and California Dashboard, and Cal Pads.

Provides trainings and workshops on all county CHKS and CSTS implementation and manages supports the training, delivery, administration, and collection of all SCCOE Alternative Education and Special Education data compiling and reporting; ensures TUPE funded districts are implementing the survey, as required by the grant. Works collaboratively with SCCOE Evaluation team to continuously assess day to day TUPE operations and facilitate the data summary analysis and reports to consortium school districts, grant funders and the general community.

Supervises and evaluates the performance of assigned staff; interviews and selects employees and recommends transfers, reassignment, termination and disciplinary actions; develops staff training opportunities; assigns work to support staff; monitor performance evaluations according to established guidelines and procedures.

Develops memorandums of understanding (MOU) to contract with business partners, district offices, schools, consultants, and non-regular employees to implement educational solutions TUPE or student health programs.

May supervise or assist in development state guidance documents, such as non-regulatory guidance and policies.

Prepares and maintains a variety of reports, records, and files related to grants, personnel, funding, and assigned activities.

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

Operates a computer and assigned software programs; operates other office equipment as assigned.

Attends a variety of meetings as assigned.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

TUPE regulations and requirements.

Multi-Tiered Systems of Support.

Positive Behaviors Interventions and Supports.

Alternative strategies to suspensions

California Health Framework.

Laws, rules and regulations related to assigned activities.

California Healthy Youth Act.

California Education Code.

California School Dashboard.

~~Coordinated school health delivery model.~~

Local Control and Accountability Plan.

Strategic planning, including educational policies.

Budget development and administration.

Grant funding and programs to support the strategic objectives of the program.

Interpretation and use of assessment/data results.

Program evaluation standards.

Professional development in designing, interpreting, and using assessments.

MOU and contract best practices.

Modern office practices, procedures and equipment.

Basic budgeting practices regarding monitoring and control.

Principles and practices of supervision and training.

Correct English usage, grammar, spelling, punctuation, and vocabulary.

Oral and written communication skills.

Interpersonal skills using tact, patience, and courtesy.

Operation of a computer and assigned software.

ABILITY TO:

Organize and direct operations, activities, and staff in support of assessment activities.

Train and evaluate the performance of assigned personnel.

Consult and coach district and school leaders in support of health and wellness activities.

Conduct training for teachers and administrators for small groups and large audiences.

Maintain current knowledge of program rules, regulations, requirements, and restrictions.

Perform duties and responsibilities using independent judgment and personal initiative.

Operate a variety of office equipment, including a computer and assigned software.

Develop and administer MOUs and contracts.

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Interpret, apply, and explain rules, regulations, policies and procedures.
Plan and organize work.
Meet schedules and timelines.
Prepare comprehensive narrative and statistical reports.

Analyze situations accurately and adopt an effective course of action.
Communicate effectively both orally and in writing.
Represent the SCCOE in a positive manner and serve as a liaison to other agencies.
Establish and maintain cooperative and effective working relationships with others.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Master’s degree in public health or a related field, and four years of increasingly responsible experience in school climate and student health and wellness development including at least one year of supervisory experience. Experience planning and facilitating workshops is preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Class C driver’s license.
A safe driving record that meets the SCCOE’s insurance requirements.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information.
Dexterity of hands and fingers to operate a computer keyboard.
Seeing to read a variety of materials.

Approved by the Personnel Commission: November 13, 2019



Jonathan Muñoz
Director - HR/Classified Personnel Services

Date: 11/13/2019

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AGENDA ITEM VI – G (NEW BUSINESS – ACTION)

**APPROVAL / RATIFICATION OF
CLASSIFICATION SPECIFICATION REVISION & RETITLING**

BACKGROUND

The Professional Learning & Instructional Support Division proposes the revision of the Supervisor – Safe & Healthy Schools classification to update job duties and better reflect the program being served, which is Tobacco Use Prevention Education. It is also recommended to retitle the position from Supervisor – Safe & Healthy Schools to Supervisor – Tobacco Youth Prevention Education to better reflect the program being served and the department name.

A copy of the classification specification is enclosed.

Classification	Revisions
<ul style="list-style-type: none">• Supervisor – Safe & Healthy Schools	<ul style="list-style-type: none">• Duty modification update• Retitle to Supervisor – Tobacco Youth Prevention Education

RECOMMENDATION

1. Approve revising and retitling the following classification specification:
 - a. Supervisor – Safe & Healthy Schools to Supervisor – Tobacco Youth Prevention Education
2. Approval shall be effective July 14, 2021

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: SUPERVISOR - TOBACCO USE PREVENTION EDUCATION

BASIC FUNCTION:

Under the direction of the Manager or Coordinator within School Climate, Leadership & Instructional Services (SCLIS) Department, serves as the Santa Clara County Office of Education's (SCCOE) technical assistance coordinator for a broad range of student services under the Tobacco Use Prevention Education Comprehensive Tier 2 grant and other TUPE grants as assigned, as well as staff, family, and community engagement and education, including, but not limited to, developing multilingual materials to educate students and parents on the dangers and risks associated with tobacco, vaping, and cannabis use, supporting TUPE Specialist(s) in/at TUPE sponsored events such as the Peer Advocate Trainings, Peer Advocate Advisory Council (PAAC), parent meetings, school board meetings, and city or state meetings with elected officials, collaborate with public health, behavioral health, and community based non-profits, in all grant consortium schools, and collaborate closely with the School Climate, Leadership, and Instructional Services Department to ensure successful alignment with the department's work plan and mission, plans, organizes, and implements evidence-based programs and projects; serves as a liaison for special assignments; 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 totally comprehensive list of duties, nor is it restrictive regarding job assignments.

ESSENTIAL DUTIES:

Serves as the technical assistance coordinator for the Tobacco Use Prevention Education (TUPE) Comprehensive Tier 2 grant and other grants as assigned; coordinates and provides districts with coaching, and technical assistance to support program efforts, tobacco-free certifications, reporting and grant implementation; designs memorandums with consortium school districts.

Participates in the development and implementation of departmental and TUPE program policies and procedures.

Proactively support districts, schools, TUPE site coordinators, and TUPE peer educators, in developing, implementing, and communicating model policies and procedures related to tobacco, vaping, and cannabis.

Conducts and evaluates training for school personnel and provides program information and technical assistance to districts, schools, and consortia as it relates to student tobacco use, latest vape/e-cigarette trends, grant compliance, program implementation, and alternatives to suspensions, youth engagement and other topics relevant to the TUPE program.

Coordinates and chairs state and local coalitions, conferences, advisory committees, and serves as a liaison between the California Department of Education (CDE), SCCOE and school districts.

Maintains TUPE data collections, summary analysis, and works closely with the SCCOE Evaluation Team to prepare data reports to California Department of Education or other grant funders, provides summary data and shares program impact to consortium schools or SCCOE.

Develops and manages grant budgets and expenditures; analyzes and reviews budgetary and financial data; controls and authorizes expenditures in accordance with established limitations and allowable costs; monitors revenue receipts and projections; prepares various financial and budget reports to grant funders.

Engages in grant writing activities to maintain and secure additional monetary funds and resources; works closely with the TUPE Manager and Senior, Administrative Data Technician to submit budget expenditure or progress reports through TUPE Gems, or other grant reporting systems.

Creates memorandums of understanding (MOUs) to contract with business partners, district offices, schools, consultants, and non-regular employees to implement educational solutions.

Supervises and evaluates the performance of assigned staff; interviews and selects employees and recommends transfers, reassignments, terminations, and disciplinary actions; coordinates subordinate work assignments and schedules, and reviews work to assure compliance with established standards, requirements, and procedures; assures employee understanding of established requirements.

Creates and disseminates multilingual educational materials and resources as it relates to the grant program for students, parents, and the greater community.

Prepares and maintains a variety of reports, records and files related to personnel and assigned activities.

Communicates with administrators, personnel, and outside organizations to coordinate activities, resolve issues, and exchange information; attends a variety of meetings as assigned.

Operates a computer and assigned software programs; operates other office equipment as assigned.

OTHER DUTIES:

Performs related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Working knowledge of tobacco use trends among youth.

TUPE regulations and requirements.

Alternative strategies to suspensions.

California Health Framework.

Strategic planning including educational policies.

Interpretation and use of assessment results.

Program evaluation standards.

Professional development in designing, interpreting, and using assessment.

Laws, rules, and regulations related to assigned activities.

Modern office practices, procedures, and equipment.

Basic budgeting practices regarding monitoring and control.

Principles and practices of supervision and training.
Correct English usage, grammar, spelling, punctuation, and vocabulary.
Oral and written communication skills.
Interpersonal skills using tact, patience, and courtesy.
Operation of a computer and assigned software.

ABILITY TO:

Organize and direct operations, activities, and staff in support of assessment activities.
Train and evaluate the performance of assigned personnel.
Consult and coach district and school leaders in support of health and wellness activities.
Conduct training for teachers and administrators for small group and large audiences.
Maintain current knowledge of program rules, regulations, requirements, and restrictions.
Perform duties and responsibilities using independent judgment and personal initiative.
Operate a variety of office equipment including a computer and assigned software.
Respond to requests and inquiries.
Interpret, apply, and explain rules, regulations, policies, and procedures.
Plan and organize work.
Meet schedules and timelines.
Maintain records and prepare reports.
Analyze situations accurately and adopt an effective course of action.
Communicate effectively both orally and in writing.
Establish and maintain cooperative and effective working relationships with others.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Bachelor's degree in health or related field and three years of related experience.

LICENSES AND OTHER REQUIREMENTS:

Valid California Class C driver's license.
A safe driving record which meets the SCCOE's insurance requirements.
May require: bilingual proficiency, English and second language, as specified by the SCCOE.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.
Driving a vehicle to conduct work.
Constant Interruption.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information.
Dexterity of hands and fingers to operate a computer keyboard.
Seeing to read a variety of materials.

Approved by the Personnel Commission: June 12, 2013

Revised: 08/17/16; 09/19/18; 07/14/21



Marisa Perry
Director – HR/Classified Personnel Services

Date: 07/14/21

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: SUPERVISOR - ~~SAFE AND HEALTHY SCHOOLS~~TOBACCO USE PREVENTION EDUCATION

BASIC FUNCTION:

Under the direction of the ~~Director~~Manager or Coordinator within ~~Safe and Healthy Schools~~School Climate, Leadership & Instructional Services (SCLIS) Department, serves as the Santa Clara County Office of Education's (SCCOE) technical assistance coordinator for ~~various Department programs; researches, coordinates, and assesses~~a broad range of student services under the Tobacco Use Prevention Education Comprehensive Tier 2 grant and other TUPE grants as assigned, as well as staff development in accordance, family, and community engagement and education, including, but not limited to, developing multilingual materials to educate students and parents on the dangers and risks associated with State mandates and district and tobacco, vaping, and cannabis use, supporting TUPE Specialist(s) in/at TUPE sponsored events such as the Peer Advocate Trainings, Peer Advocate Advisory Council (PAAC), parent meetings, school curriculum needs for reform, and school development planning; provides technical and planning services in the area of board meetings, and city or state meetings with elected officials, collaborate with public health and wellness, behavioral health, and community based non-profits, in all grant consortium schools, and collaborate closely with the School Climate, Leadership, and Instructional Services Department to ensure successful alignment with the department's work plan and mission, plans, organizes, and provides technical advisory services in the development and implementation of data driven implements evidence-based programs and projects; serves as a ~~resource to program representatives and serves as a liaison~~ for special assignments; ~~conducts special studies and in-service training programs;~~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 totally comprehensive list of duties, nor is it restrictive regarding job assignments.

ESSENTIAL DUTIES:

~~Coordinates several safe and healthy schools related programs with County-wide impact.~~

Serves as the technical assistance coordinator for ~~Safe and Healthy Schools programs for the SCCOE~~Tobacco Use Prevention Education (TUPE) Comprehensive Tier 2 grant and other grants as assigned; coordinates and provides districts with coaching, and technical assistance to support program efforts, tobacco-free certifications, grants, reporting and ~~efforts related to these grants~~grant implementation; designs memorandums with consortium school districts.

~~Organizes and directs the activities and operations of the health and wellness office; participates~~Participates in the development and implementation of departmental and TUPE program policies and procedures.

~~Develops and provides leadership trainings on student mental health services, health and safety mandates, effective parenting skills, child development, nutrition and physical activity, and harm reducing education services; creates program grants and designs memorandums.~~

~~Receives requests for staff development; assesses specific training needs; researches materials and latest studies relevant to specific staff development topics; assists in the long and short-range plan with districts, schools and consortia.~~

Proactively support districts, schools, TUPE site coordinators, and TUPE peer educators, in developing, implementing, and communicating model policies and procedures related to tobacco, vaping, and cannabis.

~~Conducts and evaluates training for school personnel; facilitates school teams in planning; and provides program information and technical assistance to districts, schools and consortia, and consortia as it relates to student tobacco use, latest vape/e-cigarette trends, grant compliance, program implementation, and alternatives to suspensions, youth engagement and other topics relevant to the TUPE program.~~

~~Coordinates and provides educational leadership with governmental agencies on all emergency health alerts and supports the creation of health and wellness educational programs for all county schools.~~

~~Develops, implements, and coordinates health and safety programs for all districts, SCCOE Alternative Education, and SCCOE Special Education schools in accordance with state mandates and district/school needs.~~

Coordinates and chairs state and local coalitions, conferences, advisory committees, and serves as a liaison between the California Department of Education (CDE), SCCOE ~~schools~~ and school districts.

~~Develops and trains school district administrators, teachers, and staff in how to build a coordinated school health delivery model to ensure healthy development of the whole child that meets current policy.~~

~~Supports the development of social-emotional and school climate program such as, but not limited to, Olweus Bully Prevention Training Program, Life Skills Training Program, Positive Behavioral Interventions and Supports (PBIS) Training Program, and other Multi-Tiered System of Supports (MTSS).~~

~~Provides trainings that use data as a resource for services and manages the training, delivery, and collection of all SCCOE Safe and Healthy School departmental data compiling and reporting.~~

~~Supports SCCOE schools to implement MTSS for student success.~~

~~Assists with departmental and branch planning; researches, develops, and oversees grants; serves as the SCCOE representative or participant on national, State and local committees and task forces.~~

Designs Maintains TUPE data collections, summary analysis, and works closely with the SCCOE Evaluation Team to prepare data reports to California Department of Education or other grant funders, provides summary data and shares program impact to consortium schools or SCCOE.

Develops and manages grant budgets and expenditures; analyzes and reviews budgetary and financial data; controls and authorizes expenditures in accordance with established limitations and allowable costs; monitors revenue receipts and projections; prepares various financial and budget reports to grant funders.

Engages in grant writing activities to maintain and secure additional monetary funds and resources; works closely with the TUPE Manager and Senior, Administrative Data Technician to submit budget expenditure or progress reports through TUPE Gems, or other grant reporting systems.

Creates memorandums of understanding (MOUs) to contract with business partners, district offices, schools, consultants, and non-regular employees to implement educational solutions.

Supervises and evaluates the performance of assigned staff; interviews and selects employees and recommends transfers, reassignments, terminations, and disciplinary actions; coordinates subordinate work assignments and schedules, and reviews work to assure compliance with established standards, requirements, and procedures; assures employee understanding of established requirements.

Creates and disseminates multilingual educational materials and resources as it relates to the grant program for students, parents, and the greater community.

Prepares and maintains a variety of reports, records and files related to personnel and assigned activities.

Communicates with administrators, personnel, and outside organizations to coordinate activities, resolve issues, and exchange information; attends a variety of meetings as assigned.

Operates a computer and assigned software programs; operates other office equipment as assigned.

OTHER DUTIES:

Performs related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

~~Coordinated school health delivery model.~~

Working knowledge of tobacco use trends among youth.

TUPE regulations and requirements.

Alternative strategies to suspensions.

California Health Framework.

Strategic planning including educational policies.

Interpretation and use of assessment results.

Program evaluation standards.

Professional development in designing, interpreting, and using assessment.

Laws, rules, and regulations related to assigned activities.

Modern office practices, procedures, and equipment.

Basic budgeting practices regarding monitoring and control.

Principles and practices of supervision and training.
Correct English usage, grammar, spelling, punctuation, and vocabulary.
Oral and written communication skills.
Interpersonal skills using tact, patience, and courtesy.
Operation of a computer and assigned software.

ABILITY TO:

Organize and direct operations, activities, and staff in support of assessment activities.
Train and evaluate the performance of assigned personnel.
Consult and coach district and school leaders in support of health and wellness activities.
Conduct training for teachers and administrators for small group and large audiences.
Maintain current knowledge of program rules, regulations, requirements, and restrictions.
Perform duties and responsibilities using independent judgment and personal initiative.
Operate a variety of office equipment including a computer and assigned software.
Respond to requests and inquiries.
Interpret, apply, and explain rules, regulations, policies, and procedures.
Plan and organize work.
Meet schedules and timelines.
Maintain records and prepare reports.
Analyze situations accurately and adopt an effective course of action.
Communicate effectively both orally and in writing.
Establish and maintain cooperative and effective working relationships with others.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Bachelor's degree in health or related field and three years of related experience.

LICENSES AND OTHER REQUIREMENTS:

Valid California Class C driver's license.
A safe driving record which meets the SCCOE's insurance requirements.
May require: bilingual proficiency, English and second language, as specified by the SCCOE.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.
Driving a vehicle to conduct work.
Constant Interruption.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information.
Dexterity of hands and fingers to operate a computer keyboard.
Seeing to read a variety of materials.

Approved by the Personnel Commission: June 12, 2013

Revised ~~Approval~~: 08/17/16; 09/19/18; 07/14/21



Marisa Perry
Director – HR/Classified Personnel Services

Date: 07/14/21

**AGENDA ITEM VI – H (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	Director III - Internal Business Services	6/16/2021	LT	5	4
2	Physical Therapist	6/21/2021	OTBS	2	2
3	Supervisor - Early Learning Services/ERSEA	6/22/2021	LT	7	6
4	Custodian	6/24/2021	OSS	11	8
5	Student Services Specialist	7/1/2021	OTBS	4	4

AGENDA ITEM VI – I (NEW BUSINESS - ACTION)

APPROVAL / RATIFICATION OF ABOLISHING AN ELIGIBILITY LIST

BACKGROUND

The Santa Clara County Office of Education’s (SCCOE) Personnel Commission Rule 9.02 (J) states that “[a]n eligibility list may be abolished by the Commission prior to its expiration; however, notice of intent to abolish such list shall be sent to all eligible persons on the respective list, prior to the announcement of a new examination to establish the appropriate eligibility list.” The Director III - Human Resources / Classified Personnel Services proposes abolishing the eligibility list for Director III – Internal Business Services. The eligibility list was established on June 16, 2021; however, the Office was unsuccessful in filling the position. If approved, the Office would repost the position with a new recruitment strategy. Candidates on the eligibility list were notified of the intent to abolish the list.

RECOMMENDATION

1. Approve abolishing the following eligibility list:
 - a. Director III – Internal Business Services
2. Approval shall be effective July 14, 2021

AGENDA ITEM VI – J (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**

Reporting Period: June 9, 2021 to July 14, 2021
Report Date: 7/9/2021

#	PC#	CLASSIFICATION	DEPARTMENT/ SCHOOL SITE	STAFF	STATUS	TENTATIVE START DATE
1	TBD	Administrative Data Technician	Youth Health & Wellness	Kathy	Filled	07/28/21
2	5753	Custodian	General Services	Yasmeen	Filled	07/30/21
3	0815	Human Resources Specialist I/II	Employment Services	Linda	Filled	07/12/21
4	1461	Postal Services Assistant	Warehouse Services	Kathy	Filled	07/08/21
5	0794	School Office Coordinator - Special Education	Special Education/McCollam	Marisa	Filled	07/01/21
6	3523	Specialized Physical Health Care (SPHC) Assistant	Special Education/Blackford	Linda	Filled	07/08/21
7	3810	Specialized Physical Health Care (SPHC) Assistant	Special Education/Chandler Tripp	Linda	Filled	07/12/21
8	4358	Supervisor - Early Learning Services/ERSEA	Early Learning Services/Head Start	Yasmeen	Filled	07/28/21
9	4032	Supervisor - Head Start Family Health Services - Restricted	Early Learning Services/Head Start Planning & Support	Yasmeen	Filled	06/22/21
10	5631	Teacher Assistant - Educare	Educare/Santee	Meipo	Filled	06/30/21
11	0923	Custodian	General Services	Yasmeen	Certified	
12	3801	Physical Therapist	Special Education	Kathy	Certified	
13	TBD	Cybersecurity Engineer	Security, Network & Systems Engineering	Meipo	Testing/Orals	
14	0879	Director III - District Business Services	District Business and Advisory Services	Marisa	Testing/Orals	
15	3967	Family Advocate - Restricted	Head Start Family Advocacy	Yasmeen	Testing/Orals	
16	TBD	Mental Health School Wellness Specialist	Youth Health & Wellness	Meipo	Testing/Orals	
17	TBD	Mental Health School Wellness Specialist	Youth Health & Wellness	Meipo	Testing/Orals	
18	TBD	Mental Health School Wellness Specialist	Youth Health & Wellness	Meipo	Testing/Orals	
19	TBD	Mental Health School Wellness Specialist	Youth Health & Wellness	Meipo	Testing/Orals	
20	TBD	Mental Health School Wellness Specialist	Youth Health & Wellness	Meipo	Testing/Orals	
21	TBD	Mental Health School Wellness Specialist	Youth Health & Wellness	Meipo	Testing/Orals	
22	TBD	Specialized Physical Health Care (SPHC) Assistant	Special Education/Foothill Preschool	Linda	Testing/Orals	
23	TBD	Student Services Specialist	Special Education	Kathy	Testing/Orals	
24	0076	Supervisor - Classification & Recruitment	Classified Personnel Services	TBD	Testing/Orals	
25	TBD	Wellness Center Liaison	Youth Health and Wellness	Yasmeen	Testing/Orals	
26	TBD	Wellness Center Liaison	Youth Health and Wellness	Yasmeen	Testing/Orals	
27	TBD	Wellness Center Liaison	Youth Health and Wellness	Yasmeen	Testing/Orals	
28	TBD	Wellness Center Liaison	Youth Health and Wellness	Yasmeen	Testing/Orals	
29	TBD	Wellness Center Liaison	Youth Health and Wellness	Yasmeen	Testing/Orals	
30	TBD	Wellness Center Liaison	Youth Health and Wellness	Yasmeen	Testing/Orals	
31	TBD	Wellness Center Liaison	Youth Health and Wellness	Yasmeen	Testing/Orals	
32	TBD	Wellness Center Liaison	Youth Health and Wellness	Yasmeen	Testing/Orals	
33	TBD	Wellness Center Liaison	Youth Health and Wellness	Yasmeen	Testing/Orals	
34	TBD	Wellness Center Liaison	Youth Health and Wellness	Yasmeen	Testing/Orals	
35	TBD	Wellness Center Liaison	Youth Health and Wellness	Yasmeen	Testing/Orals	
36	TBD	Wellness Center Liaison	Youth Health and Wellness	Yasmeen	Testing/Orals	

**CLASSIFIED PERSONNEL SERVICES
Vacancy Status Report**

Reporting Period: June 9, 2021 to July 14, 2021
Report Date: 7/9/2021

#	PC#	CLASSIFICATION	DEPARTMENT/ SCHOOL SITE	STAFF	STATUS	TENTATIVE START DATE
37	TBD	Wellness Center Liaison	Youth Health and Wellness	Yasmeen	Testing/Orals	
38	TBD	Wellness Center Liaison	Youth Health and Wellness	Yasmeen	Testing/Orals	
39	5735	Associate Teacher - Infant/Toddler - Educare	Early Learning Services/Educare	Meipo	Repost	
40	5736	Associate Teacher - Infant/Toddler - Educare	Early Learning Services/Educare	Meipo	Repost	
41	1392	Director III - Internal Business Services	Internal Business Services	Marisa	Repost	
42	0588	Education Interpreter I/II	Special Education/Leigh	Yasmeen	Repost	
43	1648	Education Interpreter I/II	Special Education/Dartmouth	Yasmeen	Repost	
44	2537	Education Interpreter I/II	Special Education/Leigh	Yasmeen	Repost	
45	2769	Education Interpreter I/II	Special Education/Leigh	Yasmeen	Repost	
46	2770	Education Interpreter I/II	Special Education/Oster	Yasmeen	Repost	
47	3552	Education Interpreter I/II	Special Education/Dartmouth	Yasmeen	Repost	
48	4701	Education Interpreter I/II	Special Education/Oster	Yasmeen	Repost	
49	5038	Associate Teacher - Educare	Early Learning Services/Santee	Meipo	Hold	
50	2665	Enterprise Network Engineer	Security, Network & Systems Engineering	Yasmeen	Hold	
51	5669	Family & Provider Specialist	Early Learning Services/Early Head Start	Kathy	Hold	
52	5059	Home Visiting Specialist - Early Head Start - Restricted	Early Learning Services/Administration	Marisa	Hold	
53	5690	Navigator - Opportunity Youth Academy	Opportunity Youth Academy	Marisa	Hold	
54	TBD	Office Assistant II	Human Resources Administration	Linda	Hold	
55	0527	Print Support Technician	Print Services	Kathy	Hold	

#	PC #	CLASSIFICATION	SCHOOL SITE	STAFF	STATUS	TENTATIVE START DATE
1	0162	Paraeducator - Special Education	Country Lane	Meipo	Filled	Aug-21
2	0167	Paraeducator - Special Education	Orchard	Meipo	Filled	Aug-21
3	250	Paraeducator - Special Education	Del Mar	Meipo	Filled	Aug-21
4	0287	Paraeducator - Special Education	Silver Creek HS	Meipo	Filled	Aug-21
5	0302	Paraeducator - Special Education	Chandler Tripp ESP	Meipo	Filled	Aug-21
6	0311	Paraeducator - Special Education	Hubbard	Meipo	Filled	Aug-21
7	0339	Paraeducator - Special Education	McCollam	Meipo	Filled	Aug-21
8	0474	Paraeducator - Special Education	Steinbeck	Meipo	Filled	Aug-21
9	0728	Paraeducator - Special Education	Country Lane	Meipo	Filled	Aug-21
10	865	Paraeducator - Special Education	McCollam	Meipo	Filled	Aug-21
11	1446	Paraeducator - Special Education	Toyon	Meipo	Filled	Aug-21
12	1828	Paraeducator - Special Education	Bagby	Meipo	Filled	Aug-21
13	1946	Paraeducator - Special Education	Seven Trees	Meipo	Filled	Aug-21
14	2461	Paraeducator - Special Education	Connect West	Meipo	Filled	Aug-21
15	2493	Paraeducator - Special Education	Norwood Creek	Meipo	Filled	Aug-21
16	2497	Paraeducator - Special Education	Campbell Community	Meipo	Filled	Aug-21
17	2809	Paraeducator - Special Education	Hester MS	Meipo	Filled	Aug-21
18	2891	Paraeducator - Special Education	Hester MS	Meipo	Filled	Aug-21
19	2895	Paraeducator - Special Education	Campbell Community	Meipo	Filled	Aug-21
20	2896	Paraeducator - Special Education	Chandler Tripp Preschool	Meipo	Filled	Aug-21
21	2898	Paraeducator - Special Education	Carson	Meipo	Filled	Aug-21
22	2900	Paraeducator - Special Education	Independence OI	Meipo	Filled	Aug-21
23	3417	Paraeducator - Special Education	Fischer Middle	Meipo	Filled	Aug-21
24	3560	Paraeducator - Special Education	Del Mar OI	Meipo	Filled	Aug-21
25	3587	Paraeducator - Special Education	Argonaut	Meipo	Filled	Aug-21
26	3592	Paraeducator - Special Education	Independence HS	Meipo	Filled	Aug-21
27	3830	Paraeducator - Special Education	Del Mar HS	Meipo	Filled	Aug-21
28	3891	Paraeducator - Special Education	Buchser	Meipo	Filled	Aug-21
29	3900	Paraeducator - Special Education	Westmont HS	Meipo	Filled	Aug-21
30	4061	Paraeducator - Special Education	Chandler Tripp Preschool	Meipo	Filled	Aug-21
31	4070	Paraeducator - Special Education	Independence HS	Meipo	Filled	Aug-21
32	4379	Paraeducator - Special Education	Seven Trees	Meipo	Filled	Aug-21
33	4391	Paraeducator - Special Education	Anne Darling	Meipo	Filled	Aug-21
34	3563	Paraeducator - Special Education (ASL Required)	Oster	Meipo	Filled	Aug-21
35	3418	Paraeducator - Special Education	Hester MS	Meipo	Filled	Aug-21
36	0213	Paraeducator - Special Education	Connect West	Meipo	Testing/Orals	

#	PC #	CLASSIFICATION	SCHOOL SITE	STAFF	STATUS	TENTATIVE START DATE
37	366	Paraeducator - Special Education	Moreland	Meipo	Testing/Orals	
38	0385	Paraeducator - Special Education	Chandler Tripp ESP	Meipo	Testing/Orals	
39	0667	Paraeducator - Special Education	Chandler Tripp ESP	Meipo	Testing/Orals	
40	1413	Paraeducator - Special Education	Connect West	Meipo	Testing/Orals	
41	1473	Paraeducator - Special Education	Hester MS	Meipo	Testing/Orals	
42	1508	Paraeducator - Special Education	Chandler Tripp Preschool	Meipo	Testing/Orals	
43	1781	Paraeducator - Special Education	Argonaut	Meipo	Testing/Orals	
44	1943	Paraeducator - Special Education	Hester MS	Meipo	Testing/Orals	
45	2510	Paraeducator - Special Education	Country Lane	Meipo	Testing/Orals	
46	2890	Paraeducator - Special Education	Connect West	Meipo	Testing/Orals	
47	3414	Paraeducator - Special Education	Connect West	Meipo	Testing/Orals	
48	3572	Paraeducator - Special Education	Country Lane	Meipo	Testing/Orals	
49	3580	Paraeducator - Special Education	Hester MS	Meipo	Testing/Orals	
50	3689	Paraeducator - Special Education	Country Lane	Meipo	Testing/Orals	
51	3846	Paraeducator - Special Education	Chandler Tripp Preschool	Meipo	Testing/Orals	
52	3884	Paraeducator - Special Education	Hester MS	Meipo	Testing/Orals	
53	4076	Paraeducator - Special Education	Moreland	Meipo	Testing/Orals	
54	4377	Paraeducator - Special Education	Moreland	Meipo	Testing/Orals	
55	4705	Paraeducator - Special Education	Del Mar OI	Meipo	Testing/Orals	
56	1003	Paraeducator - Special Education (ASL Required)	Country Lane	Meipo	Testing/Orals	
57	1388	Paraeducator - Special Education (ASL Required)	Argonaut	Meipo	Testing/Orals	
58	3648	Paraeducator - Special Education (ASL Required)	Leigh HS	Meipo	Testing/Orals	
59	3878	Paraeducator - Special Education (ASL Required)	Oster	Meipo	Testing/Orals	
60	4066	Paraeducator - Special Education (ASL Required)	Leigh HS	Meipo	Testing/Orals	
61	4708	Paraeducator - Special Education (ASL Required)	Dartmouth	Meipo	Testing/Orals	
62	657	Paraeducator - Special Education	Foothill	Meipo	Transfer Hotline	
63	2625	Paraeducator - Special Education	Connect West	Meipo	Transfer Hotline	
64	2803	Paraeducator - Special Education	Hester MS	Meipo	Transfer Hotline	
65	2850	Paraeducator - Special Education	Del Mar OI	Meipo	Transfer Hotline	
66	3615	Paraeducator - Special Education	Connect West	Meipo	Transfer Hotline	
67	3667	Paraeducator - Special Education	Bachrodt Elementary	Meipo	Transfer Hotline	
68	4378	Paraeducator - Special Education	Bachrodt Preschool	Meipo	Transfer Hotline	