

**PUBLIC NOTICE  
PERSONNEL COMMISSION AGENDA  
REGULAR MEETING #528  
SEPTEMBER 20, 2023, 10:00 A.M.  
BOARD ROOM**

**I. CALL TO ORDER**

**II. ROLL CALL**

- President – Libby Spector
- Vice President – Nicholas Gervase
- Member – Rod Adams

**III. APPROVAL OF AGENDA #528 – September 20, 2023..... ACTION**

**IV. APPROVAL OF MINUTES**

- A. Regular Meeting #527 – August 9, 2023..... ACTION
- B. Special Meeting #77 – August 18, 2023..... 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. Assistant Director – Grants and Partnerships, LT – Range 14
- B. Approval / Ratification of Establishing Classification, Associated Classification Specification and Recommending Salary Range ..... ACTION
  - a. Manager – Youth Health & Wellness/Community Schools, LT – Range 11
- C. Approval / Ratification of Establishing Classification, Associated Classification Specification and Recommending Salary Range ..... ACTION
  - a. Grant Writer/Research Analyst Specialist, OTBS – Range 49.5
- D. Approval / Ratification of Classification Specification Revision and Retitling..... ACTION
  - a. Paraeducator – Intervention
- E. Approval / Ratification of Establishing and / or Extending Eligibility Lists..... ACTION
- F. Monthly Vacancy Status Report..... INFORMATION

**VII. SECRETARY’S REPORT**

**VIII. FUTURE MEETINGS OR DISCUSSION ITEMS (Next Meeting: October 11, 2023)**

**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 #527  
AUGUST 9, 2023, 10:00 A.M.  
UNAPPROVED MINUTES**

**I. CALL TO ORDER**

The meeting was called to order by President Libby Spector at 10:00 a.m.

**II. ROLL CALL**

| MEMBERS PRESENT   | STAFF PRESENT  |
|---|--|
| Libby Spector, President<br>Nicholas Gervase, Vice-President<br>Rod Adams, Member | Marisa Perry<br>Alice Serraoon<br>Yolanda Anguiano<br>Kathy Jalaan<br>Shahana Shah |

| OTHERS PRESENT   |  |
|--|--|
| Dr. Mary Ann Dewan<br>Larry Oshodi<br>David Wu<br>Jim Carrillo | Sandra Fakaosi<br>Karen Gordon<br>Julie Howard<br>Kris Schmersey |

**III. APPROVAL OF AGENDA**

**MOTION #527-1:** The Commission approved Agenda #527, July 12, 2023, moved by Mr. Nicholas Gervase, and seconded by Mr. Rod Adams.

**MOTION #527-1:** carried unanimously.

**IV. APPROVAL OF MINUTES**

**MOTION #527-2:** The Commission approved the Minutes for the Regular Personnel Commission Meeting #526, July 12, 2023, and the Minutes for the Special Meeting #76, July 14, 2023, moved by Mr. Rod Adams, and seconded by Mr. Nicholas Gervase.

**MOTION #527-2:** carried unanimously.

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

None

**VI. NEW BUSINESS**

**A. Update on Intention to Conduct Classification and Compensation Study**

Mr. Larry Oshodi shared that the process for the classification and compensation study has begun. Mr. Oshodi also shared the anticipated timeline for the study.

**B. Approval of Classification Specification Revision**

**MOTION #527-3:** The Commission approved revising the classification specification for the position of Senior Executive Assistant - County Superintendent of Schools, moved by Mr. Rod Adams, and seconded by Mr. Nicholas Gervase.

**MOTION #527-3:** carried unanimously.

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

**MOTION #527-4:** The Commission approved revising the classification specification and retitling the classification Director I – Strong Start Project to Manager – Early Learning Initiatives, moved by Mr. Rod Adams, and seconded by Mr. Nicholas Gervase.

**MOTION #527-4:** carried unanimously.

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

**MOTION #527-5:** The Commission approved revising the classification specification and retitling the following classifications, moved by Mr. Rod Adams, and seconded by Mr. Nicholas Gervase.

**MOTION #527-5:** carried unanimously.

**Classifications**

- **Web Developer / Programmer to Software Engineer**
- **Web Developer / Programmer - Lead to Software Engineer - Lead**
- **Web Developer / Programmer – Senior to Software Engineer - Senior**
- **Webmaster to Web Developer**

**E. Approval of Establishing Classification and Associated Classification Specification**

**MOTION #527-6:** The Commission approved establishing the following classification and associated classification specification, moved by Mr. Rod Adams, and seconded by Mr. Nicholas Gervase.

**MOTION #527-6:** carried unanimously.

**Classification**

- **Associate Product Manager, OTBS – Range 53.0**

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

**MOTION #527-7:** The Commission approved and / or ratified the Eligibility Lists listed within Personnel Commission Agenda #527, moved by Mr. Rod Adams, and seconded by Mr. Nicholas Gervase.

**MOTION #527-7:** carried unanimously.

| # | CLASSIFICATION                                    | ELIGIBLE LIST DATE EST. | UNIT  | # OF ELIGIBLE | # OF RANKS |
|---|---|-------------------------|-------|---------------|------------|
| 1 | Administrative Research Assistant                 | 07/11/23                | OTBS  | 11            | 8          |
| 2 | Specialized Physical Health Care (SPHC) Assistant | 07/11/23                | AIDES | 9             | 8          |
| 3 | Credentials Services Specialist I/II              | 07/12/23                | OTBS  | 3             | 2          |
| 4 | Senior Executive Assistant                        | 07/14/23                | LT    | 4             | Unranked   |
| 5 | Supervisor - Risk and Liability                   | 07/14/23                | LT    | 3             | 3          |

|    |  |          |       |    |          |
|----|--|----------|-------|----|----------|
| 6  | Administrative Assistant III                             | 07/18/23 | OTBS  | 17 | 11       |
| 7  | Teacher Assistant II                                     | 07/18/23 | AIDES | 3  | 3        |
| 8  | Research Analyst, Senior                                 | 07/19/23 | OTBS  | 2  | 2        |
| 9  | Manager - School Health Systems (Remote)                 | 07/24/23 | LT    | 4  | 3        |
| 10 | Research Analyst, Associate                              | 07/25/23 | OTBS  | 5  | 4        |
| 11 | Director III - School Health Systems and Medical Billing | 07/26/23 | LT    | 3  | 3        |
| 12 | Paraeducator - Special Education                         | 07/26/23 | AIDES | 7  | Unranked |

**G. Monthly Vacancy Status Report – August 9, 2023**

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

**VII. SECRETARY'S REPORT**

Director Perry reported on the following:

- Director Perry participates in regular meetings regarding the classification and compensation study. Initial notice has been sent out to the OSS unit.
- Annual Retreat for the Classified Personnel Services department will be held in September.

**VIII. FUTURE MEETINGS OR DISCUSSION ITEMS**

The next Personnel Commission regular meeting is scheduled for Wednesday, September 20, 2023, at 10:00 a.m.

**IX. CLOSED SESSION**

A. Conference with Legal Counsel – Anticipated Litigation; Significant Exposure to litigation pursuant to Government Code Section 54956.9(b)

The Commission went into closed session at 10:26 a.m. The closed session ended at 11:17 a.m.

**X. REPORT OUT OF ACTIONS TAKEN IN CLOSED SESSION, IF ANY**

No action taken. Will be releasing the Statement of Decision for the Disciplinary Hearing that was held on July 14, 2023, later today.

**XI. ADJOURNMENT**

The meeting adjourned at 11:17 a.m.

Respectfully submitted,

Marisa Perry

Ex-Officio Secretary, Personnel Commission

**PERSONNEL COMMISSION  
SPECIAL MEETING #77  
AUGUST 18, 2023, 10:00 A.M.  
UNAPPROVED MINUTES**

**I. CALL TO ORDER**

The meeting was called to order by President Libby Spector at 11:00 a.m.

**II. ROLL CALL**

| MEMBERS PRESENT   | STAFF PRESENT                 |
|---|-------------------------------|
| Libby Spector, President<br>Nicholas Gervase, Vice-President<br>Rod Adams, Member | Marisa Perry<br>Alice Serraon |
| OTHERS PRESENT  |                               |
| None  |                               |

**III. APPROVAL OF AGENDA**

**MOTION #77-1:** The Commission approved Agenda #77, August 18, 2023, moved by Mr. Rod Adams, and seconded by Mr. Nicholas Gervase.

**MOTION #77-1:** carried unanimously.

**IV. CLOSED SESSION**

A. Personnel Commission Continued Deliberations and Findings on Employee Appeal of Disciplinary Action (Pursuant to Government Code Section 54957/Education Code 45306/Merit Rule 4.14/14.05 (I))  
The Commission went into closed session at 11:01 a.m. Closed session ended at 11:47 a.m.

**V. REPORT OUT OF ACTIONS TAKEN IN CLOSED SESSION**

No actions taken during closed session.

**VI. ADJOURNMENT**

The meeting adjourned at 11:47 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 Grants Partnerships and Operations Department proposes establishing the Assistant Director – Grants and Partnerships position to manage grant activities and functions, in applying for millions of dollars in grant funding each year. This position will provide the requisite internal structure to support complex, multi-agency grant applications and submissions as well as manage and monitor external partnership functions.

Based on the concept of the classification, and an audit of similar positions and positions within the Division and SCCOE, to ensure a robust internal structure, the salary range for Assistant Director – Grants and Partnerships is recommended at Range 14.

| <b>TITLE</b>  | <b>RANGE</b>   | <b>MONTHLY SALARY</b>            | <b>EDUCATION</b> | <b>EXPERIENCE</b> |
|---|----------------|----------------------------------|------------------|-------------------|
| Director - Grants, Partnerships and Operations      | LT - 16        | \$14,271.25 - \$18,214.15        | MA               | 7 YRS             |
| Assistant Director - Grants Operations              | LT - 14        | \$12,944.52 - \$16,520.75        | MA               | 5 YRS             |
| <b>Assistant Director - Grants and Partnerships</b> | <b>LT - 14</b> | <b>\$12,944.52 - \$16,520.75</b> | <b>MA</b>        | <b>5 YRS</b>      |

A copy of the classification specification is enclosed.

**RECOMMENDATION**

1. Approve establishing the following classification and the associated classification specification:
  - a. Assistant Director – Grants and Partnerships
2. Recommend the following salary Range for the following classification:
  - a. Assistant Director – Grants and Partnerships, LT – 14
3. Approval shall be effective September 20, 2023.

## SANTA CLARA COUNTY OFFICE OF EDUCATION

### CLASS TITLE: ASSISTANT DIRECTOR – GRANTS AND PARTNERSHIPS

#### BASIC FUNCTION:

Under the direction of assigned administrator, manages the research, development, coordination, implementation, and assessment of fund development activities; provides expert technical, specialized, consultative, advisory, and planning services to individuals, teams, and collaborative partners; provides direction and leadership in the development and implementation of complex proposals, reports, and special events in support of the strategic plan; aligns funding priorities with prospective federal, state, local, and other grant opportunities; participates in creating the vision and strategies that drive the delivery of grant services as the grant expert for the County Office; manages external partnership functions; and 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:

Manages grant activities and functions for the County Office and monitors grant development activities.

Manages external partnership functions for the County Office and monitors associated partnership initiatives.

Supervises and/or leads grant proposal development activities including planning, writing, budgeting, project management, collaborative partnerships, and submission of grant proposals to federal, state, local, and private funders.

Oversees the Grants, Partnerships, and Operations Department's project management system including planning, implementation, continuous improvement, and reporting.

Oversees grant forecasting and monitoring of Request for Applications and Request for Proposals from public and private funders; aligns funding priorities with prospective federal, state, local, and other grant opportunities; guides leaders and staff regarding grant eligibility and development aligned with strategic priorities; disseminates funding opportunities and other grant-related resources to personnel and external partners.

Formulates, develops, and administers policies, processes, and procedures related to grant and partnership protocols. Serves as an advisor and technical expert on grant programs, partnerships, events, and related matters recommending programmatic and budgetary structure for assigned projects and functions.

Develops and delivers grant-related workshops to train County Office personnel in writing and submitting

proposals, coordinating all aspects of workshops development and logistics; develops content for and maintains the Grants, Partnerships & Operations webpage, and intranet.

Provides technical expertise and assistance to the County Superintendent, Cabinet, leadership team members, staff, and external partners regarding project status, structure, planning, and execution.

Initiates, develops, and maintains partnerships with funding organizations on behalf of the Office of the Superintendent to develop and manage assigned projects.

Provides technical expertise and assistance to the County Superintendent, Cabinet, leadership team members, and staff regarding external partnerships.

Plans, organizes, and directs the preparation, planning, and execution of special events and meetings, as assigned, for small or large groups and any related materials which may occur beyond the normal work day or work week; participates in and provides support to a variety of advisory groups, committees, and sub-committees to collect and analyze necessary data for grant program improvement.

Serves as a resource to program representatives and the County Office; serves as liaison for special projects; serves as liaison between the external partners and school districts in the County; serves as a state and regional lead in assigned areas; serves on assigned task forces and committees.

Provides technical information and assistance to the Director regarding assigned functions; participates in departmental, divisional, and agency planning activities.

Develops funding prospect reports for SCCOE departments, advising on government and non-government funders.

Supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; develop staff training opportunities; monitor performance evaluations according to established guidelines and procedures.

Oversees research regarding grant program design and evaluates the applicability of available grants to support program needs.

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

Interprets the agency's and divisions' strategic plan and priorities, creating relevant goals and work plans for assigned areas.

Analyzes and reviews budgetary and financial data; controls and authorizes expenditures in accordance with established limitations.

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

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



Attends and conducts a variety of meetings as assigned, which may occur beyond the normal work day or work week.

**OTHER DUTIES:**

Perform related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

Federal, state, and local regulations relating to public, private, and philanthropic grant development agencies.

Criteria for successful public, private, and philanthropic grant proposals.

County Office internal grant management practices.

Public sector contract and MOU structure and language.

County Office programs to facilitate resource development.

Grant forecasting, alignment of grant opportunities to funding priorities, grant writing, and reviewing grant proposals.

Report and grant writing techniques and practices.

Ability to write clear, structured, articulate, and persuasive proposals.

Budget development for grant writing.

Strategic planning and goals analysis; organizational priority-setting; resource management; action plans; and monitoring and evaluation techniques.

Principles and practices of administration, supervision, and training.

Collect and assemble data and navigate assigned software systems.

Budget preparation and control.

Partnership concepts, terminology, and tools.

Oral and written communication skills.

Interpersonal skills including tact, patience, and courtesy.

Operation of a computer and assigned software.

**ABILITY TO:**

Represent the SCCOE in various complex multi-agency projects, performing project management and through collaborative project leadership.

Provide guidance to programs and leadership on planning, organization, and delivery of grant proposals, reports, and program deliverables.

Initiate and manage communication and interaction with internal and external partners.

Plan and set agendas, conduct meetings, and make effective presentations.

Analyze situations accurately and adopt an effective course of action.

Develop and implement grants.

Research, develop, coordinate, implement, and assess staff development.

Direct and evaluate the performance of assigned staff.

Provide technical expertise and assistance to the Superintendent, Cabinet, and leadership regarding external partnerships.

Provide technical, specialized, consultative, advisory, and planning services.

Provide direction and leadership to interpret data in the development and implementation of strategic plans for grants, programs, departments, and divisions.

Define program objectives, establish metrics, monitor and evaluate progress, and manage projects

independently through a complete life cycle.  
Serve as a resource to program representatives and the County Office.  
Coordinate large professional development workshops and events.  
Communicate effectively both orally and in writing.  
Interpret, apply, and explain rules, regulations, policies, and procedures.  
Establish and maintain cooperative and effective working relationships with others.  
Operate computer systems, software, and assigned office equipment related to grant funding and development.  
Meet schedules and timelines.  
Work independently with little direction.  
Work in a fast-paced, entrepreneurial environment.  
Deliver results in a timely and highly organized manner.  
Maintain records and files.  
Manage and improve processes and workflow.  
Prepare comprehensive narrative and statistical reports.  
Direct the maintenance of a variety of reports, records, and files related to assigned activities.

**LEADERSHIP TEAM COMPETENCIES:**

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

**EDUCATION AND EXPERIENCE:**

*Any combination equivalent to:* master’s degree in education, business, social work, public administration and five years of increasingly responsible leadership experience in fundraising or development, inclusive of grants. Leadership experience in a government agency or school district required. PK-12 public education experience preferred.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California driver’s license.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

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

**PHYSICAL DEMANDS:**

Hearing and speaking to exchange information and make presentations.  
Seeing to read a variety of documents.

Dexterity of hands and fingers to operate a computer keyboard.  
Sitting or standing for extended periods of time.

Approved by Personnel Commission: September 20, 2023



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Marisa Perry  
Director III – HR / Classified Personnel Services

Date: 9/20/23

**AGENDA ITEM VI – B (NEW BUSINESS – ACTION)**

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

**BACKGROUND**

The Youth Health and Wellness Department proposes establishing the Manager - Youth Health and Wellness/Community Schools classification to support Local Educational Agencies (LEAs), schools, and their respective communities to implement full-service community schools, as defined by the California Community Schools Framework. This person in this position will develop, coordinate, coach and provide technical assistance to support the implementation of the California Community Schools Framework as part of the Bay Area Regional Technical Assistance Center. The SCCOE will serve eight counties as the regional technical assistance center for this work. This position will allow the SCCOE to complete this work as required by the awarded contracts and grants.

Based on the concept of the classification, and an audit of similar positions and positions within the Division and SCCOE, to ensure a robust internal structure, the salary range for Manager – Youth Health and Wellness/Community Schools is recommended at Range 11.

| <b>CLASS TITLE</b>                     | <b>RANGE</b>  | <b>MONTHLY SALARY</b>            | <b>EDUCATION</b> | <b>EXPERIENCE</b> |
|--|---------------|----------------------------------|------------------|-------------------|
| Manager - Claims and Reimbursements    | LT -11        | \$11,181.87 - \$14,271.25        | BA               | 3 YRS             |
| Manager - School Health Systems        | LT -11        | \$11,181.87 - \$14,271.25        | BA               | 3 YRS             |
| <b>Manager - YHW/Community Schools</b> | <b>LT -11</b> | <b>\$11,181.87 - \$14,271.25</b> | <b>BA</b>        | <b>3 YRS</b>      |

A copy of the classification specification is enclosed.

**RECOMMENDATION**

1. Approve establishing the following classification and the associated classification specification:
  - a. Manager – Youth Health and Wellness/Community Schools
2. Recommend the following salary Range for the following classification:
  - a. Manager – Youth Health and Wellness/Community Schools, LT – 11
3. Approval shall be effective September 20, 2023.

## SANTA CLARA COUNTY OFFICE OF EDUCATION

### CLASS TITLE: MANAGER - YOUTH HEALTH AND WELLNESS/COMMUNITY SCHOOLS

#### BASIC FUNCTION:

Under the direction of the assigned supervisor, the Manager- Youth Health and Wellness/Community Schools supports Local Educational Agencies (LEAs), schools, and their respective communities to implement a full-service community school, as defined by the California Community Schools Framework; serves as a liaison, coach, and partner to local schools, LEAs, students, families, and other community members; works directly with community school staff and leadership teams and other partners to guide local communities toward school transformation in alignment with the four pillars of community schools: (1) Integrated Support Services; (2) Family and Community Engagement; (3) Collaborative Leadership and Shared Decision Making; and (4) Extended/Expanded Learning Time and Opportunities; establishes and models strong partnerships between agencies; works with the community to identify assets and needs; partners to develop infrastructure, build capacity, and expand site-based services, supports, and opportunities that lead to successful and equitable outcomes for children, youth, and their communities within Santa Clara County.

#### 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:

Works in partnership with schools, LEAs, students, families, community members, and other partners to support the implementation of a full-service community school in alignment with the California Community Schools framework.

Provides guidance and support to school and district staff and leadership related to establishing and building community school advisory councils that are reflective of their respective community, inclusive of members of the local community, such as students, family members, staff, and other partners, and function as decision-making bodies.

Provides coaching to leadership teams at local site-based community schools to promote collaboration and systems transformation; ensures teams are decision-making bodies with respect to site-level community schools planning and implementation.

Guides local community schools leadership teams to establish a shared understanding within the community; identifies priorities based on community needs, assets, and advisory council input; engages in collaborative leadership; develops community-centered programming; deepens and expands strategic community partnerships; ensures efficient coordination of referrals and support services; provides professional learning; monitors progress; and cultivates a campus environment that serves as a hub of the community and tends to the holistic well-being of children, youth, and their communities.

Offers training, coaching, and support to local districts, schools, and other partners related to community schools planning and implementation, including planning and co-facilitation of Transformational Learning Communities, open office hours, warmline management, and planning and co-facilitation of quarterly webinars for all members of the Santa Clara County community.

Develops and coordinates county resources and provides direct coaching to schools and LEAs within Santa Clara County.

Supports Santa Clara County educational agencies with community outreach and coordination.

Provides training and support to LEAs regarding the development of Memorandums of Understanding with partner agencies and community-based organizations that support the development and implementation of community schools.

Participates in Transformative Learning Communities and other technical assistance offerings provided by the Bay Area Regional Technical Assistance Center (RTAC); may also participate in technical assistance offerings provided by the State Transformational Assistance Center (STAC).

Develops long-term and short-term coaching plans with districts and schools within Santa Clara County.

Leverages training modules, resources, and tools provided by RTAC and STAC; employs these materials in coaching, planning, and professional learning sessions provided to LEAs and schools; designs and delivers training modules, resources, and tools to be used while supporting local invested partners.

Prepares and maintains a variety of narrative and statistical reports, records, and files related to Santa Clara County Community Schools planning and implementation personnel and assigned activities.

Directs and evaluates the performance of assigned staff; interviews and selects employees and recommends transfers, reassignments, terminations, and disciplinary actions; assures appropriate application of bargaining unit agreements among staff.

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

Attends a variety of conferences, departmental, and interdepartmental meetings throughout California, and potentially other locations, as assigned.

**OTHER DUTIES:**

Performs related duties as assigned.

**KNOWLEDGE OF ABILITIES AND COMPETENCIES:**

**KNOWLEDGE OF:**

California Community Schools Framework.

The Four Pillars of California Community Schools.

Community outreach and coordination.

Santa Clara County community-based organizations and local resources.

School-based mental health research and services.

County health and human services.  
Training methods, program planning, adult learning, and group facilitation and dynamics.  
Technical aspects of field of specialty.  
Oral and written communication skills.  
Applicable laws, codes, regulations, policies, and procedures.  
Interpersonal skills using tact, patience, and courtesy.  
Regulations related to confidentiality and sharing of information between agencies and schools.

**ABILITY TO:**

Plan, organize, and manage the development the assigned program.  
Analyze data and evaluate program needs.  
Collect and assemble data, developing visual representations, and organizing data for different audiences.  
Provide technical, specialized, consultative, advisory, and planning services in assigned area.  
Communicate effectively with school districts and community partners regarding program.  
Coordinate professional development opportunities with various invested partners.  
Interpret, apply, and explain rules, regulations, policies, and procedures.  
Research and organize information.  
Collect and assemble data, develop visual representations, and organize data for different audiences.  
Navigate assigned software systems.  
Analyze situations accurately and adopt an effective course of action.  
Meet schedules and timelines.  
Work independently with minimal direction.  
Plan and organize work.  
Maintain records and files.  
Prepare comprehensive narrative and statistical reports.  
Travel frequently to different school districts and school sites within Santa Clara County; travel to different county offices, school districts, and schools across California, as required.  
Communicate effectively both orally and in writing.  
Establish and maintain cooperative and effective working relationships with others.

**LEADERSHIP TEAM COMPETENCIES:**

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

**EDUCATION AND EXPERIENCE:**

*Any combination equivalent to:* bachelor’s degree with major coursework in education, psychology, social work, or related field and three years increasingly responsible related experience working with children, families and community groups in an educational setting, community-based organization setting, or related field with diverse communities.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California Driver’s License.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Office environment.

School environment.

Driving a vehicle to conduct work.

**PHYSICAL DEMANDS:**

Hearing and speaking to exchange information and make presentations.

Dexterity of hands and fingers to operate a computer keyboard.

Seeing to read a variety of materials.

Sitting or standing for extended periods of time.

Approved by Personnel Commission: September 20, 2023



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Marisa Perry  
Director III – HR / Classified Personnel Services

Date: 9/20/23



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

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

**BACKGROUND**

The Grants, Partnerships, and Operations (GPO) Department proposes establishing the Grant Writer/Research Analyst Specialist position to support the department’s work. The position is differentiated from current GPO positions in that the individual in the position will support and perform grant preparation, budget preparation, grant submission, and grant management activities for assigned projects. They will work in collaboration with department leadership to support assigned grants, building their capacity to perform these duties independently.

Based on the concept of the classification, and an audit of similar positions and positions within the Division and SCCOE, to ensure a robust internal structure, the salary range for Grant Writer/Research Analyst Specialist is recommended at Range 49.5.

| <b>TITLE</b>                                    | <b>RANGE</b>       | <b>MONTHLY SALARY</b>          | <b>EDUCATION</b> | <b>EXPERIENCE</b> |
|---|--------------------|--------------------------------|------------------|-------------------|
| Grant Writer/Research Analyst, Senior           | OTBS - 59.0        | \$11,844.80 - \$15,509.38      | MA               | 4 YRS             |
| Grant Writer/Research Analyst, Associate        | OTBS - 55.5        | \$10,036.36 - \$13,129.35      | BA               | 4 YRS             |
| <b>Grant Writer/Research Analyst Specialist</b> | <b>OTBS - 49.5</b> | <b>\$7,539.11 - \$9,880.29</b> | <b>BA</b>        | <b>2 YRS</b>      |

A copy of the classification specification is enclosed.

**RECOMMENDATION**

1. Approve establishing the following classification and the associated classification specification:
  - a. Grant Writer/Research Analyst Specialist
2. Recommend the following salary Range for the following classification:
  - a. Grant Writer/Research Analyst Specialist, OTBS – 49.5
3. Approval shall be effective September 20, 2023.

## SANTA CLARA COUNTY OFFICE OF EDUCATION

### **CLASS TITLE: GRANT WRITER/RESEARCH ANALYST SPECIALIST**

#### **BASIC FUNCTION:**

Under assigned supervision, plans, organizes, and delivers grant proposal development activities; supports the development of grant proposals and fundraising strategies for a variety of departments within the Santa Clara County Office of Education (SCCOE); serves as a resource in the areas of grants development, grants administration, and special events.

#### **DISTINGUISHING CHARACTERISTICS:**

This class is designed to prepare incumbents for promotional opportunities into higher levels of employment. Incumbents in this class are expected to support and perform grant activities throughout the grant lifecycle while developing their skills and ability to work independently.

#### **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:**

Supports and performs grant preparation, budget preparation, grant submission, and grant management activities for assigned projects.

Identifies grants and grant funders to increase funding at the SCCOE; performs project management, supports and executes the grant development process; supports relationships and communications with grant proposal partners; supports the grant process throughout the entire grant lifecycle.

Coordinates the internal review of proposal and report materials and incorporates feedback in a timely manner.

Serves as a project manager for the grants process, including providing administrative support such as coordinating meetings, maintaining files, and tracking deadlines.

Writes and prepares letters, invitations, general emails, and mailings; coordinates the distribution of correspondence to general funders.

Maintains accurate and timely records to reflect all grants activities including action tracking in grants management software.

Analyzes research data, internal and external report findings, trends in education, and community characteristics to support the needs of the SCCOE programs and grant proposals.

Supports event planning through project management and technical assistance to implement and execute the event plan.

Monitors and tracks grants as they move through the grant lifecycle within SCCOE; ensures details and associated files about the grant including, but not limited to grant status, stage, amount awarded, and reporting dates are updated and stored within the grant files and software.

Communicates with programs and provides technical assistance and support for questions and inquiries regarding general grant tracking or specific grants; maintains process documentation and trains staff on updates to the process.

Utilizes grants management and grantor management software to track details regarding funder, donor, and grantee stewardship, assuring data and information integrity; reviews data input for accuracy, and runs associated reports.

Communicates and meets with internal and external partners to coordinate proposal development activities; supports the preparation and presentation of proposals, reports, and findings.

Participates in the planning, creation, delivery, communication, and coordination of training and technical assistance regarding grant proposals, budget development, and other aspects of the grant lifecycle.

Performs and supports the research, report writing, and mandated activities of the Office of the Superintendent as needed.

Operates a computer and assigned software; operates standard office equipment including a printer, copier, fax, scanner, projector, and others; drives a vehicle to various sites to conduct work.

**OTHER DUTIES:**

Performs related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

Internal grant management practices.

SCCOE programs to facilitate resource development.

Report and writing techniques and practices.

Budget development practices.

Microsoft Excel, including pivot tables, filters, and charts at an intermediate level.

Microsoft Word to format narratives, reports, create sections and headers, and format tables at an intermediate level.

Google Suite and SharePoint webpage maintenance.

Methods of collecting and organizing data and information.

Mathematic calculations, including budgeting techniques.

Interpersonal skills including tact, patience, and courtesy.

Operation of a computer and assigned software.

**ABILITY TO:**

- Plan, organize, and deliver grant proposals, grant reports, and other program deliverables.
- Initiate and manage communication and interaction with internal and external partners.
- Plan and set agendas, conduct meetings, and make effective presentations.
- Manage and improve processes and workflow.
- Communicate effectively both orally and in writing.
- Be detailed-oriented to track grants and report on exceptions.
- Be highly organized, keeping files/naming conventions for grants consistent and structured.
- Learn, apply, and explain rules, regulations, policies, and procedures relevant to the position.
- Analyze situations accurately and adopt an effective course of action.
- Write with clarity, structure, articulation, and persuasion.
- Effectively use word processing, database, presentation, spreadsheet, and other software programs.
- Work independently with little direction.
- Meet schedules and timelines.

**EDUCATION AND EXPERIENCE:**

*Any combination equivalent to:* bachelor’s degree in education, business, public administration, social science, or related field and two years related experience including technical writing, project management and data analysis. Experience in a PK-12 public education setting preferred.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California driver’s license.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

- Office environment.
- Driving a vehicle to conduct work.
- Evening or variable hours.

**PHYSICAL DEMANDS:**

- Hearing and speaking to exchange information and make presentations.
- Seeing to read a variety of documents.
- Dexterity of hands and fingers to operate a computer keyboard.

Approved by Personnel Commission: September 20, 2023



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Marisa Perry  
Director III – HR / Classified Personnel Services

Date: 9/20/23

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

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

**BACKGROUND**

The Special Education department proposes retitling the Paraeducator – Intervention position to Paraeducator – Program Support. This position was established in June 2021 to perform a variety of instructional support duties within an assigned region rather than a specific classroom. At the time, recruitment for this classification was unsuccessful. The department continues to have a need to provide this type of support for its programs. Minor changes were made to within the job description to clarify that incumbents will be assigned to a principal rather than a region.

**Table 1 Summary Report**

| <b>Classification</b>       | <b>Revisions</b>  |
|-----------------------------|---|
| Paraeducator – Intervention | <ul style="list-style-type: none"><li>• Retitle to Paraeducator – Program Support</li><li>• Revisions to distinguishing characteristics and working environment sections.</li></ul> |

**RECOMMENDATION**

1. Approve the revising and retitling the following classification:
  - a. Paraeducator – Program Support
2. Approval shall be effective September 20, 2023

## SANTA CLARA COUNTY OFFICE OF EDUCATION

### **CLASS TITLE: PARAEDUCATOR - PROGRAM SUPPORT**

#### **BASIC FUNCTION:**

To assist teacher(s) and/or other certificated personnel by performing a variety of instructional support duties to individual or small groups of pupils in a classroom or resource environment encompassing a range of physical, emotional, intellectual, and communication disabilities for severely and non-severely handicapped pupils; to assist in the establishment and maintenance of appropriate classroom and site behavior; and to perform a routine of clerical tasks as assigned.

#### **DISTINGUISHING CHARACTERISTICS:**

The class of Paraeducator-Program Support provides responsible clerical, caretaking, and/or paraeducator 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.

Depending on assignment, employees in this class work with students who have moderate to severe learning, physical and emotional disabilities, assisting in the implementation of classroom behavior intervention plans where necessary. Employees in this class may be assigned to work in the classroom(s), learning laboratory, community setting, and/or an office situation. Incumbents will be assigned to the Principal - Special Education and will perform duties at various sites.

#### **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:**

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.

Controls volatile students physically as needed according to approved Professional Adult Crisis Training (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.

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.

Participates as a member of the appropriate team or committee to assist staff with developing and implementing individual or site crisis management plans.

Confers on a regular basis with a teacher regarding 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 severely handicapped students with personal hygiene functions including toileting, diapering, eating, dressing, and other self-help skills.

Under direct or indirect supervision of school nurse, 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 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.

Ability to travel to several locations depending on program needs.

Support in data collection related to student IEP goals.

Travels to various sites to fulfill job duties; operates a vehicle to conduct work as needed.

**OTHER DUTIES:**

Performs related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

Proper English usage, spelling, grammar, and punctuation.

Basic concepts of child development and behavior.

The unique needs of exceptional children.

Effective record-keeping practices and procedures.

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

Behavior intervention techniques and strategies.

**ABILITY TO:**

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

Understand and follow both oral and written instructions.

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

Effectively supervise assigned 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 classroom/program in a confidential manner where appropriate.

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 assigned.

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

Effectively and tactfully communicate in both oral and written forms.



Maintain confidentiality of records or discussions.  
Assist teachers and administrators in dealing with behavior disorders.  
Operate standard office equipment.  
Provide own transportation and be reassigned/relocated annually/semi-annually to behavior intervention assistant positions.  
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.

**MAY REQUIRE THE ABILITY TO:**

Assist severely disabled students with personal hygiene and grooming functions such as toileting, feeding, tube feeding, and/or suctioning in a proper manner.  
Speak, read, and/or write in another language other than English.

**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:**

Valid California driver’s license.

**WORKING CONDITIONS:**

**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 regular travel; must be able to drive personal vehicle to school sites dependent on the needs of the program.

Approved by Personnel Commission: June 9, 2021

Revised: 9/20/23



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Marisa Perry  
Director III – HR / Classified Personnel Services

Date: 9/20/23

## SANTA CLARA COUNTY OFFICE OF EDUCATION

### CLASS TITLE: PARAEDUCATOR- INTERVENTION PROGRAM SUPPORT

#### BASIC FUNCTION:

To assist teacher(s) and/or other certificated personnel by performing a variety of instructional support duties to individual or small groups of pupils in a classroom or resource environment encompassing a range of physical, emotional, intellectual, and communication disabilities for severely and non-severely handicapped pupils; to assist in the establishment and maintenance of appropriate classroom and site behavior; and to perform a routine of clerical tasks as assigned.

#### DISTINGUISHING CHARACTERISTICS:

~~This job class is distinguished from other Paraeducator classifications in that the incumbent works within an assigned region and is required to travel to various sites to fulfill job duties and may support both the Special Education and Alternative Education programs.~~ The class of Paraeducator-Intervention Program Support provides responsible clerical, caretaking, and/or ~~paraprofessional-paraeducator~~ 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.

Depending on assignment, employees in this class work with students who have moderate to severe learning, physical and emotional disabilities, assisting in the implementation of classroom behavior intervention plans where necessary. Employees in this class may be assigned to work in the classroom(s), learning laboratory, community setting, and/or an office situation. Incumbents will be assigned to the Principal- Special Education and will perform duties at various sites.

#### 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:

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.

Controls volatile students physically as needed according to approved Professional Adult Crisis Training (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.

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.

Participates as a member of the appropriate team or committee to assist staff with developing and implementing individual or site crisis management plans.

Confers on a regular basis with a teacher regarding 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 severely handicapped students with personal hygiene functions including toileting, diapering, eating, dressing and other self-help skills.

Under direct or indirect supervision of school nurse, 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 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.

Ability to travel to several locations depending on program needs.

Support in data collection related to student IEP goals.

Travels to various sites to fulfill job duties; operates a vehicle to conduct work as needed.

**OTHER DUTIES:**

Performs related duties as assigned

**KNOWLEDGE AND ABILITIES:**

Proper English usage, spelling, grammar, and punctuation.

Basic concepts of child development and behavior.

The unique needs of exceptional children.

Effective record-keeping practices and procedures.

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

Behavior intervention techniques and strategies.

**ABILITY TO:**

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

Understand and follow both oral and written instructions.

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

Effectively supervise assigned 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 classroom/program in a confidential manner where appropriate.

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 assigned.

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

Effectively and tactfully communicate in both oral and written forms.

Maintain confidentiality of records or discussions.

Assist teachers and administrators in dealing with behavior disorders.

Operate standard office equipment.

Provide own transportation and be reassigned/relocated annually/semi-annually to behavior intervention assistant positions.

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.

**MAY REQUIRE THE ABILITY TO:**

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

Speak, read, and/or write in another language other than English.

**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:**

Valid California driver's license.

**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 feel 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 regular travel, must be able to drive personal vehicle to school sites ~~within assigned region~~. dependent on the needs of the program.

**AGENDA ITEM VI – E (NEW BUSINESS – ACTION)**

**APPROVAL OF ELIGIBILITY LISTS**

**BACKGROUND**

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

**RECOMMENDATION**

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

| # | CLASSIFICATION                       | ELIGIBLE LIST DATE EST. | UNIT  | # OF ELIGIBLE | # OF RANKS |
|---|--------------------------------------|-------------------------|-------|---------------|------------|
| 1 | Manager - Claims and Reimbursement   | 08/08/23                | LT    | 3             | 3          |
| 2 | Supervisor - Purchasing Services     | 08/22/23                | OTBS  | 3             | 3          |
| 3 | Supervisor - Transportation Services | 08/23/23                | LT    | 2             | 2          |
| 4 | Quality Systems Program Coordinator  | 08/29/23                | OTBS  | 3             | 3          |
| 5 | Paraeducator - Special Education     | 09/13/23                | AIDES | 21            | Unranked   |



**AGENDA ITEM VI – G (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: August 9, 2023 - September 20, 2023  
 Report Date: 9/14/2023

| #  | PC#  | CLASSIFICATION   | DEPARTMENT/<br>SCHOOL SITE                     | STAFF   | STATUS        | TENTATIVE<br>START DATE |
|----|------|--|--|---------|---------------|-------------------------|
| 1  | 6262 | Administrative Assistant III   | Educator Preparation Programs                  | Alice   | Filled        | 09/04/23                |
| 2  | 0609 | Administrative Assistant IV  | Applications, Business and Web Development     | Alice   | Filled        | 09/05/23                |
| 3  | 6157 | Director III - School Health Systems and Medical Billing                     | Youth Health & Wellness                        | Yasmeen | Filled        | 08/25/23                |
| 4  | 6263 | Language Translator - English/Spanish  | Public Affairs - Media and Communications      | Yolanda | Filled        | 09/20/23                |
| 5  | 6229 | Manager - Claims and Reimbursement   | Youth Health & Wellness                        | Kathy   | Filled        | 09/04/23                |
| 6  | 6208 | Manager - School Health Systems  | Youth Health & Wellness                        | Yasmeen | Filled        | 09/08/23                |
| 7  | 6266 | Paraeducator - Opportunity Youth Academy                                     | Opportunity Youth Academy/ The Hub             | Yolanda | Filled        | 09/07/23                |
| 8  | 6234 | Quality Systems Program Coordinator  | Child Care Planning & Support                  | Kathy   | Filled        | 09/25/23                |
| 9  | 6233 | Quality Systems Program Coordinator  | Child Care Planning & Support                  | Kathy   | Filled        | 09/25/23                |
| 10 | 6251 | Supervisor - Purchasing Services   | Purchasing Services                            | Yasmeen | Filled        | 09/13/23                |
| 11 | 6273 | Research Analyst, Associate  | Integrated Data, Research and Evaluation       | Kathy   | Certified     |                         |
| 12 | 6270 | Administrative Assistant IV  | Youth Health & Wellness                        | Alice   | Testing/Orals |                         |
| 13 | 6265 | Administrative Data Technician   | State & Federal Programs                       | Alice   | Testing/Orals |                         |
| 14 | 6247 | Administrative Data Technician   | Grants, Partnerships, and Operations           | Alice   | Testing/Orals |                         |
| 15 | 5621 | Associate Teacher - Restricted   | Chandler Tripp                                 | Shahana | Testing/Orals |                         |
| 16 | 4346 | Associate Teacher - Restricted   | Glenview                                       | Shahana | Testing/Orals |                         |
| 17 | 4346 | Associate Teacher - Restricted   | Head Start/ Glenview                           | Shahana | Testing/Orals |                         |
| 18 | 5551 | Facilities Maintenance and Construction Coordinator                          | General Services                               | Kathy   | Testing/Orals |                         |
| 19 | 5742 | Foster and Homeless Youth Services Specialist                                | Foster and Homeless Youth Educational Services | Kathy   | Testing/Orals |                         |
| 20 | 2830 | Physical Therapist   | Special Education Administration               | Shahana | Testing/Orals |                         |
| 21 | 6230 | Principal Assistant to the Superintendent                                    | Office of the Superintendent                   | Marisa  | Testing/Orals |                         |
| 22 | 6149 | School Health Billing Specialist   | Youth Health & Wellness                        | Yasmeen | Testing/Orals |                         |
| 23 | 4042 | Staffing Specialist I/II, Human Resources                                    | Resources Support Services                     | Yolanda | Testing/Orals |                         |
| 24 | 6202 | Supervisor - Risk and Liability  | Risk Management                                | Kathy   | Testing/Orals |                         |
| 25 | 1101 | Supervisor - Transportation Services   | Transportation Services                        | Shahana | Testing/Orals |                         |
| 26 | 5574 | Teacher Assistant I  | State Preschool - McKinley                     | Shahana | Testing/Orals |                         |
| 27 | 6131 | Teacher Assistant II   | Early Learning Services/K.R. Smith             | Shahana | Testing/Orals |                         |
| 28 | 2369 | Teacher Assistant II   | McKinley-State Preschool                       | Shahana | Testing/Orals |                         |
| 29 | 1625 | Teacher Assistant II   | State Preschool - Christopher                  | Shahana | Testing/Orals |                         |
| 30 | 5671 | Child Development Specialist   | Early Learning Services/Early Head Start       | Yasmeen | Hold          |                         |
| 31 | 0799 | Credential Services Specialist I/II  | Credential Services                            | Kathy   | Hold          |                         |
| 32 | 6123 | DevOps Engineer  | Data and Analytics Development                 | Yasmeen | Hold          |                         |
| 33 | 6163 | Grant Writer/ Research Analyst, Associate                                    | Grants, Partnerships, and Operations           | TBD     | Hold          |                         |
| 34 | 5065 | Home Visiting Specialist - Early Head Start - Restricted - Bilingual Spanish | Early Learning Services/Administration         | Shahana | Hold          |                         |
| 35 | 6248 | Supervisor - Human Resources   | Personnel Services                             | Yasmeen | Hold          |                         |
| 36 | 4701 | Education Interpreter I/II   | Special Education/Oster                        | Yasmeen | Repost        |                         |
| 37 | 3072 | Education Interpreter I/II   | Special Education/Leigh                        | Yasmeen | Repost        |                         |
| 38 | 2770 | Education Interpreter I/II   | Special Education/Oster                        | Yasmeen | Repost        |                         |
| 39 | 2769 | Education Interpreter I/II   | Special Education / Oster                      | Yasmeen | Repost        |                         |
| 40 | 2535 | Education Interpreter I/II   | Special Education/ Dartmouth                   | Yasmeen | Repost        |                         |

CLASSIFIED PERSONNEL SERVICES  
 Vacancy Status Report  
 Reporting Period: August 9, 2023 - September 20, 2023  
 Report Date: 9/14/2023

|    |      |                            |                                      |         |        |  |
|----|------|----------------------------|--------------------------------------|---------|--------|--|
| 41 | 2062 | Education Interpreter I/II | Special Education/Leigh High School  | Yasmeen | Repost |  |
| 42 | 2060 | Education Interpreter I/II | Special Education/ Dartmouth         | Yasmeen | Repost |  |
| 43 | 1023 | Education Interpreter I/II | Special Education/ Leigh High School | Yasmeen | Repost |  |
| 44 | 1016 | Education Interpreter I/II | Special Education/ Leigh High        | Yasmeen | Repost |  |
| 45 | 0933 | Education Interpreter I/II | Special Education/ Oster             | Yasmeen | Repost |  |
| 46 | 0853 | Education Interpreter I/II | Special Education/Oster              | Yasmeen | Repost |  |
| 47 | 0588 | Education Interpreter I/II | Special Education/Dartmouth          | Yasmeen | Repost |  |

CLASSIFIED PERSONNEL SERVICES

Vacancy Status Report - Paraeducator – Special Education

Reporting Period: August 9, 2023 - September 20, 2023

Report Date: 9/14/2023

| #  | PC # | CLASSIFICATION                     | SCHOOL SITE             | STAFF   | STATUS           | TENTATIVE START DATE |
|----|------|------------------------------------|-------------------------|---------|------------------|----------------------|
| 1  | 0173 | Paraeducator-Special Education     | Santa Teresa Elementary | Yolanda | Filled           |                      |
| 2  | 0213 | Paraeducator-Special Education     | Connect West            | Yolanda | Filled           |                      |
| 3  | 0441 | Paraeducator-Special Education     | Anne Darling            | Yolanda | Filled           |                      |
| 4  | 0668 | Paraeducator-Special Education     | Hester                  | Yolanda | Filled           |                      |
| 5  | 1093 | Paraeducator-Special Education     | CCC                     | Yolanda | Filled           |                      |
| 6  | 1404 | Paraeducator-Special Education     | Hester                  | Yolanda | Filled           |                      |
| 7  | 1599 | Paraeducator-Special Education     | Anne Darling            | Yolanda | Filled           |                      |
| 8  | 1785 | Paraeducator-Special Education     | Westmont HS             | Yolanda | Filled           |                      |
| 9  | 2803 | Paraeducator-Special Education     | Hester                  | Yolanda | Filled           |                      |
| 10 | 2891 | Paraeducator-Special Education     | Hester                  | Yolanda | Filled           |                      |
| 11 | 3625 | Paraeducator-Special Education     | Independence            | Yolanda | Filled           |                      |
| 12 | 3645 | Paraeducator-Special Education     | Del Mar High School     | Yolanda | Filled           |                      |
| 13 | 3671 | Paraeducator-Special Education     | Moreland                | Yolanda | Filled           |                      |
| 14 | 3877 | Paraeducator-Special Education     | Noorwood Creek          | Yolanda | Filled           |                      |
| 15 | 4061 | Paraeducator-Special Education     | Steinbeck               | Yolanda | Filled           |                      |
| 16 | 4766 | Paraeducator-Special Education     | Connect West            | Yolanda | Filled           |                      |
| 17 | 5903 | Paraeducator-Special Education     | Connect West            | Yolanda | Filled           |                      |
| 18 | 6132 | Paraeducator-Special Education     | Martin Murphy           | Yolanda | Filled           |                      |
| 19 | 3648 | Paraeducator-Special Education-ASL | Leigh HS                | Yolanda | Filled           |                      |
| 20 | 6133 | Paraeducator-Special Education     | Chandler Tripp          | Yolanda | Certified        |                      |
| 21 | 2106 | Paraeducator-Special Education     | Carolyn Clark           | Yolanda | Certified        |                      |
| 22 | 2227 | Paraeducator-Special Education     | Westmont HS             | Yolanda | Certified        |                      |
| 23 | 2715 | Paraeducator-Special Education     | McCollam                | Yolanda | Certified        |                      |
| 24 | 3619 | Paraeducator-Special Education     | Hubbard                 | Yolanda | Certified        |                      |
| 25 | 3909 | Paraeducator-Special Education     | Anne Darling Proper     | Yolanda | Certified        |                      |
| 26 | 3910 | Paraeducator-Special Education     | Seven Trees             | Yolanda | Certified        |                      |
| 28 | 4372 | Paraeducator-Special Education     | Independence            | Yolanda | Certified        |                      |
| 29 | 4763 | Paraeducator-Special Education     | Westmont HS             | Yolanda | Certified        |                      |
| 30 | 5927 | Paraeducator-Special Education ASL | Chandler Tripp DHH      | Yolanda | Testing/Orals    |                      |
| 31 | 6671 | Paraeducator-Special Education ASL | Oster DHH               | Yolanda | Testing/Orals    |                      |
| 32 | 4066 | Paraeducator-Special Education-ASL | Buchser                 | Yolanda | Testing/Orals    |                      |
| 33 | 0605 | Paraeducator-Special Education     | Country Lane            | Yolanda | Transfer Hotline |                      |
| 34 | 2454 | Paraeducator-Special Education     | Piedmont Hills HS       | Yolanda | Transfer Hotline |                      |
| 35 | 2510 | Paraeducator-Special Education     | Country Lane            | Yolanda | Transfer Hotline |                      |
| 36 | 2713 | Paraeducator-Special Education     | Connect West            | Yolanda | Transfer Hotline |                      |
| 37 | 3628 | Paraeducator-Special Education     | Del Mar High School     | Yolanda | Transfer Hotline |                      |
| 38 | 4706 | Paraeducator-Special Education     | Carolyn Clark           | Yolanda | Transfer Hotline |                      |
| 39 | 5926 | Paraeducator-Special Education ASL | Oster                   | Yolanda | Transfer Hotline |                      |