

Human Resources Division
Panama-Buena Vista Union School District

KATIE RUSSELL, Ed.D.
District Superintendent

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DARRYL JOHNSON
Assistant Supt. of Human Resources

MELISSA BROWN
Director of Human Resources

April 7, 2026

To: All Teachers

From: Darryl Johnson, Assistant Superintendent of Human Resources

Re: Intra-District Voluntary Transfer - Teacher Initiated

Per the collective bargaining agreement (CBA), **teachers with permanent status** have the opportunity to submit a request for transfer. Attached you will find the current vacancies open for request. Please complete the [Certificated Transfer or Reassignment Form](#) found on the Human Resources page of the District website under Certificated Postings and Transfers. A separate form should be completed for each position requested. **Print, sign, and submit your completed form to Human Resources before the deadline listed below.** Illegible, incomplete or late submissions will not be processed. Interviews for transfers will be scheduled immediately with site administration. You will be notified by Human Resources regarding the disposition of your request.

The Posting Timeline is available to view on the District website (found on the Human Resources page of the District website under [Posting Timeline 2026](#))

Posting #1

Opening Date: Tuesday, April 7, 2026

Closing Date: Monday, April 13, 2026

Completed transfer request forms and questions regarding the transfer process can be directed to **Tiffany Brasier, Director of Talent Management**, at (661) 831-8331, ext. 6361, or by email at tbrasier@pbvUSD.k12.ca.us

****Note:** If you are applying for a **Transitional Kindergarten (TK)** position, you must attach a completed [TK Rubric](#) approved and signed by HR to your Certificated Transfer or Reassignment Form. The TK Rubric can be found on the District website under Human Resources. Please send your TK rubric to **Erica Juarez** at ej Suarez@pbvUSD.k12.ca.us for review.

2026 Certificated Posting #1

SPECIAL EDUCATION

Site	# of Positions	Grade	Description
ACTIS	2	SDC MMSN BIC	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
ACTIS	1	SDC ESN 7-8	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
BERKSHIRE	1	SDC MMSN INT	Commitment to fostering the social, emotional, and academic growth of students with special needs. Willingness to collaborate with colleagues, differentiate instruction, and partner with families to ensure that all students are making progress toward their IEP goals. Strong classroom management and leadership skills to build a cohesive classroom team that works together to meet student needs.
BUENA VISTA	3	SDC ESN TK	Seeking a passionate, caring, and loving educator who is committed to nurturing TK students in a collaborative, inclusive environment that fosters growth, independence, and lifelong learning—while also supporting and mentoring aides as they grow in their roles.
CASTLE	1	SDC MMSN K	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
HART	1	SDC MMSN 2-4 BRIDGE	Seeking a dedicated 2nd–4th grade teacher for students within the Bridge Program with a primary eligibility of autism who is skilled in differentiation and committed to meeting the diverse academic and behavioral needs of all learners. The ideal candidate demonstrates strong communication skills, a deep understanding of the functions of behavior, and the ability to implement effective supports and interventions. This teacher values collaboration and will work closely with the Bridge program team as well as general education staff to ensure inclusive, supportive, and successful learning experiences for all students.
HIGHGATE	1	SDC ESN INT	Seeking a dedicated team player who thrives in collaboration and contributes actively during PLCs to enhance student learning. Open to coaching and continuous growth. Willing to take on extra student curricular duties.
LAURELGLEN	1	SDC ESN INTENSIVE 3-5	Demonstrates a strong commitment to supporting the social, emotional, and academic growth of students with special needs. Collaborates effectively with colleagues, differentiates instruction, and partners with families to ensure students make progress toward their IEP goals. Establishes clear structures and expectations, with strong classroom management and leadership to build a cohesive team focused on meeting student needs.
LOUDON	1	SDC ESN K	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
LOUDON	1	SDC ESN K-1ST	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
LOUDON	1	SDC ESN 2-3	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
MILLER	1	SDC TK	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement. Potentially participate in extra-curricular activities.
MILLER	1	SDC PRE-K	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement. Potentially participate in extra-curricular activities.
PANAMA	1	SDC ESN K	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
PANAMA	1	SDC ESN K-2	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
PANAMA	1	SDC ESN 5-6	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
SANDRINI	1	SDC ESN K	Seeking a passionate, caring, and loving educator who is committed to nurturing kindergarten students in a collaborative, inclusive environment that fosters growth, independence, and lifelong learning, while also supporting and mentoring aides as they grow in their roles. Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
SANDRINI	1	IIC MMSN	Seeking a passionate, caring, and loving educator who is committed to nurturing students in a collaborative, inclusive environment that fosters growth, independence, and lifelong learning, while also supporting and mentoring aides as they grow in their roles. Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
SEIBERT	1	SDC PRE-K	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
SEIBERT	1	IIC MMSN	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
STINE	1	SDC MMSN BIC	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.

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STOCKDALE	1	SDC ESN K-1ST	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
WARREN	1	IIC MMSN	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
WILLIAMS	3	SDC TK ESN	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
WILLIAMS	1	IIC MMSN	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
Elementary (TK-6th)			
Site	# of Positions	Grade	Description
BERKSHIRE	1	5TH GRADE	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement. Willingness to engage in teamwork and use data to drive instructional decisions. Understands the importance of small groups and differentiated instruction. .Potentially participate in extra-curricular activities including, but not limited to, coaching of sports
BERKSHIRE	1	6TH GRADE	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement. Willingness to engage in teamwork and use data to drive instructional decisions.Potentially participate in extra-curricular activities including, but not limited to, coaching of sports. Willing to participate in Camp Keep.
BUENA VISTA	1	2ND GRADE	Dedicated teacher with a positive growth mindset who uses data-driven instruction to support student success. Must be a team player committed to collaboration and actively participating in extracurricular activities on campus.
BUENA VISTA	2	6TH GRADE	Dedicated teacher with a positive growth mindset who uses data-driven instruction to support student success. Must be a team player committed to collaboration and actively participating in extracurricular activities on campus.
CASTLE	2	1ST GRADE	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement. Potentially participate in extra-curricular activities including, but not limited to, coaching of sports.
HART	1	5TH GRADE	Seeking a dedicated 5th grade teacher who is passionate about grade-level collaboration and committed to continuous growth through coaching and feedback. The ideal candidate is student-centered, reflective, and eager to contribute to a positive team culture while supporting high levels of learning for all students. A willingness to support our school community beyond the classroom, including coaching football and boys basketball.
HIGHGATE	1	2ND GRADE	Seeking a dedicated team player who thrives in collaboration and contributes actively during PLCs to enhance student learning. Open to coaching and continuous growth.
HIGHGATE	1	6TH GRADE	Seeking a dedicated team player who thrives in collaboration and contributes actively during PLCs to enhance student learning. Open to coaching and continuous growth.
LAURELGLEN	1	1ST GRADE	Commitment to fostering social, emotional, and academic growth of young children. Willingness to collaborate and differentiate instruction to ensure that all students have a strong grasp of early literacy and numeracy skills.
LUM	1	3RD GRADE	A teacher who focuses on students' growth every day, is an effective collaborator, and also willing to help out with school events and activities.
MCAULIFFE	1	TK	Committed to fostering social, emotional, and academic growth of young children. Fosters an inclusive and supportive classroom environment with differentiated instruction to ensure that all students have a strong grasp of early literacy and numeracy skills. Collaborates effectively with colleagues and families to ensure all students reach their full potential.
MCAULIFFE	1	2ND GRADE	Committed to maintaining high expectations and promoting student achievement. Fosters an inclusive and supportive classroom environment that encourages student growth, self-efficacy, and success. Collaborates effectively with colleagues and families to ensure all students reach their full potential.
MOUNTAIN VIEW	2	TK	Commitment to fostering the social, emotional, and academic development of young learners. Strong understanding of early literacy and foundational skills. Ability to create engaging, structured learning environments. Active participation in PLCs with a commitment to collaboration, data-driven instruction, and continuous improvement.
MOUNTAIN VIEW	2	5TH GRADE	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement. Ability to use data to drive instruction, implement small-group and differentiated instruction. Active participation in PLCs with a focus on student outcomes and instructional refinement.
MOUNTAIN VIEW	2	6TH GRADE	Commitment to rigorous instruction and preparing students for middle school readiness. Strong focus on collaboration, student engagement, and data-driven instruction. Willingness to support school wide initiatives, including helping coordinate Camp KEEP. Active participation in PLCs with a commitment to collaboration and continuous improvement.

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MOUNTAIN VIEW	1	PART-TIME II TEACHER (.5 FTE)	Strong background in literacy and/or math intervention with an emphasis on data-driven instruction. Ability to provide targeted Tier II/Tier III support through small-group instruction and progress monitoring. Commitment to collaboration with teachers and maintaining high expectations. Active participation in PLCs to analyze data, refine instruction, and close achievement gaps.
OLD RIVER	1	5TH GRADE	Integrate rigorous instructional strategies to challenge students, foster critical thinking skills, encourage academic conversations, and promote a deeper understanding of content across diverse learning levels. Facilitate collaborative discussions among colleagues to enhance teaching practices, ensure alignment with curriculum standards, and cultivate a culture of continuous improvement within the PLC environment.
OLD RIVER	2	6TH GRADE	Integrate rigorous instructional strategies to challenge students, foster critical thinking skills, encourage academic conversations, and promote a deeper understanding of content across diverse learning levels. Facilitate collaborative discussions among colleagues to enhance teaching practices, ensure alignment with curriculum standards, and cultivate a culture of continuous improvement within the PLC environment. Support the preparation of and attend the week-long Camp Keep as a teacher leader.
REAGAN	1	6TH GRADE	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement. Potentially participate in extra-curricular activities including, but not limited to, coaching of sports or Oral Language Festival.
SANDRINI	1	1ST GRADE	Dedicated teacher with a positive growth mindset who uses data-driven instruction to support student success. Desire to provide strong first instruction, facilitate collaborative discussions among colleagues to enhance teaching practices, ensure alignment with curriculum standards, and cultivate a culture of continuous improvement within the PLC environment. Desire to grow professionally, willingness to support student events on campus, and a commitment to high expectations and student achievement.
SANDRINI	2	3RD GRADE	Dedicated teacher with a positive growth mindset who uses data-driven instruction to support student success. Desire to provide strong first instruction, facilitate collaborative discussions among colleagues to enhance teaching practices, ensure alignment with curriculum standards, and cultivate a culture of continuous improvement within the PLC environment. Desire to grow professionally, willingness to support student events on campus, and a commitment to high expectations and student achievement.
SEIBERT	1	TK	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
SEIBERT	1	3RD GRADE	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
WHITLEY	1	KINDERGARTEN	Dolores S. Whitley School embraces a strong "We" mindset and collective commitment, where collaboration, teamwork, and shared responsibility drive student achievement through data-driven instruction. We are looking for candidates who provide engaging whole and small group instruction, including Tier 1 small group intervention supported by academic coaches and intervention teachers, and who remain open to feedback to continuously improve their practice. We prioritize meaningful partnerships with parents and guardians and foster academic discourse so students think critically, communicate effectively, and achieve at high levels.
WHITLEY	1	2ND GRADE	Dolores S. Whitley School embraces a strong "We" mindset and collective commitment, where collaboration, teamwork, and shared responsibility drive student achievement through data-driven instruction. We are looking for candidates who provide engaging whole and small group instruction, including Tier 1 small group intervention supported by academic coaches and intervention teachers, and who remain open to feedback to continuously improve their practice. We prioritize meaningful partnerships with parents and guardians and foster academic discourse so students think critically, communicate effectively, and achieve at high levels.

Junior High

Site	# of Positions	Grade	Description
ACTIS	1	ARTS & CRAFTS	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
ACTIS	1	PE	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
ACTIS	1	PART-TIME THEATRE TEACHER (.5 FTE)	Desire to collaborate to support the learning of students and adults. Commitment to high expectations and student achievement.
STONECREEK	1	SCIENCE	Focus on collaboration, teamwork, and data-driven instruction to dramatically improve student achievement, provide engaging whole and small group instruction, willing to learn and implement AVID strategies, open to feedback and working closely with Academic Coaches; teach all levels of content area and content specific electives, assist with various extracurricular activities including: Math Field Day, Science Fair, STEM Olympiad, Oral Language, Henry Greve, SSTs, special events, sports officiating and after school coaching.

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TEVIS	1	ARTS & CRAFTS	Collaborative art educator who integrates technology, teaches all levels, supports diverse learners through targeted instruction, and maintains high expectations to promote student achievement.
THOMPSON	2	ELA	Focus on collaboration, teamwork, and data-driven instruction to dramatically improve student achievement, provide engaging whole and small group instruction, open to feedback and working closely with Academic Coaches; teach all levels of content area and content specific electives, assist with various extracurricular activities including: Math Field Day, Oral Language, Henry Greve, SSTs, special events, sports officiating and after school coaching.
THOMPSON	1	MATH	Focus on collaboration, teamwork, and data-driven instruction to dramatically improve student achievement, provide engaging whole and small group instruction, open to feedback and working closely with Academic Coaches; teach all levels of content area and content specific electives, assist with various extracurricular activities including: Math Field Day, Oral Language, Henry Greve, SSTs, special events, sports officiating and after school coaching.
THOMPSON	1	SCIENCE	Focus on collaboration, teamwork, and data-driven instruction to dramatically improve student achievement, provide engaging whole and small group instruction, open to feedback and working closely with Academic Coaches; teach all levels of content area and content specific electives, assist with various extracurricular activities including: Math Field Day, Oral Language, Henry Greve, SSTs, special events, sports officiating and after school coaching.
WARREN	2	ELA	Willingness to effectively collaborate, use technology, teach all levels of ELA, give support through small group instruction and/or enrichment. Assist with various extracurricular activities including: Math Field Day, Oral Language, Henry Greve, SSTs, special events, sports officiating and after school coaching.
WARREN	1	THEATRE	Willingness to effectively collaborate, use technology, teach all levels of Theatre, give support through small group instruction and/or enrichment. Assist with various extracurricular activities including: Math Field Day, Oral Language, Henry Greve, SSTs, special events, sports officiating and after school coaching.
WHITLEY	1	MATH	Dolores S. Whitley School embraces a strong "We" mindset and collective commitment, where collaboration, teamwork, and shared responsibility drive student achievement through data-driven instruction. We are looking for candidates who provide engaging whole and small group instruction, including Tier 1 small group intervention supported by academic coaches and intervention teachers, and who remain open to feedback to continuously improve their practice. We prioritize meaningful partnerships with parents and guardians and foster academic discourse so students think critically, communicate effectively, and achieve at high levels.
WHITLEY	1	SCIENCE	Dolores S. Whitley School embraces a strong "We" mindset and collective commitment, where collaboration, teamwork, and shared responsibility drive student achievement through data-driven instruction. We are looking for candidates who provide engaging whole and small group instruction, including Tier 1 small group intervention supported by academic coaches and intervention teachers, and who remain open to feedback to continuously improve their practice. We prioritize meaningful partnerships with parents and guardians and foster academic discourse so students think critically, communicate effectively, and achieve at high levels.