

PERSONNEL COMMISSION REGULAR MEETING AGENDA



DATE: October 21, 2026

TIME: Closed Session 4:00 p.m. | Open Session 4:30 p.m.

LOCATION: Board Room, Education Service Center

255 W. Stanley Avenue, Ventura, CA 93001

A. CLOSED SESSION - 4:00 p.m.

Public Employee Performance Evaluation - Government Code §54957(b)

Title: Director, Classified Human Resources

B. OPENING PROVISIONS - 4:30 p.m.

1. Call to Order: Open session called to order by _____ at _____ p.m.
2. Pledge of Allegiance
3. Roll Call of Members

COMMISSIONERS	PRESENT
Anne Campbell, Chairperson	☐
Cathi Stellings, Vice Chairperson	☐
John Walker, Member	☐

C. ADOPTION OF AGENDA

Request for APPROVAL of the agenda for the regular Personnel Commission meeting on October 21, 2026, as submitted or amended.

MOVED BY	SECOND	VOTE

D. REPORT OF ACTION TAKEN IN CLOSED SESSION

Report of action taken in Closed Session, if any.

E. APPROVAL OF MINUTES

Request for APPROVAL of the minutes for the regular Personnel Commission meeting on September 16, 2026, as submitted or amended.

MOVED BY	SECOND	VOTE

F. PUBLIC COMMENTS

Public comments are welcomed and encouraged by the Personnel Commission, subject to reasonable time limitations necessary to conduct Commission business. Individuals wishing to address the Commission on an item not listed on the agenda should complete a speaker form and submit it to the recording secretary. Speakers are limited to three (3) minutes per agenda item, with a cumulative maximum of five (5) minutes per speaker. Total public comment on any individual item may be limited to twenty (20) minutes. Speakers may not transfer or yield their time to another individual. In accordance with applicable law, the Commission may not take action on items not listed on the posted agenda.

Pursuant to Government Code 54957.5, a copy of all documents related to any item on this agenda that have been submitted to the Commission may be obtained from the Commission Office, 255 West Stanley Avenue, Suite 100, Ventura, CA 93001.

Any individual with a disability, who requires reasonable accommodation to participate in a Personnel Commission meeting may request assistance by contacting the Personnel Commission Office/Classified Human Resources, 255 W. Stanley Avenue, Suite 100, Ventura, CA 93001 or 805.641.5000, ext. 1170 or FAX 805.653.7852.

G. REPORTS AND ANNOUNCEMENTS

G.1 VESPA Representative

G.2 Director's Report

- i. Recruitment & Selection: Hiring Update

G.3 Commissioners

H. ACTION ITEMS - NEW BUSINESS

H.1 Revision of Job Specification – Paraeducator – Afterschool

APPROVE revisions to the job specification for the classification of Paraeducator – Afterschool, as submitted or amended

MOVED BY	SECOND	VOTE

H.2 Revision of Job Specification – Behavior Support Assistant

APPROVE revisions to the job specification for the classification of Behavior Support Assistant, as submitted or amended.

MOVED BY	SECOND	VOTE

H.3 Classification Title Change and Revision of Job Specification – Facilities Planner

APPROVE the classification title change from Facilities Planner to Facilities Planner and Compliance Manager and revisions to the job specification, as submitted or amended.

MOVED BY	SECOND	VOTE

I. CONFERENCE ITEMS - DISCUSSION ONLY

No items listed.

J. CONSENT AGENDA ITEMS

J.1 Personnel Transactions Report

MOVED BY	SECOND	VOTE

K. ADJOURNMENT

1. Next Regular PC Meeting: November __, 2026
2. Motion to adjourn

MOVED BY	SECOND	VOTE

PERSONNEL COMMISSION

REGULAR MEETING MINUTES



DATE: September 16, 2026

TIME: 4:00 p.m.

LOCATION: Board Room, Education Service Center
255 W. Stanley Avenue, Ventura, CA 93001

A. CLOSED SESSION

The Commission entered Closed Session at 4:00 p.m.
Topic: Public Employee Performance Evaluation - Government Code §54957(b)
Title: Director, Classified Human Resources

B. OPENING PROVISIONS

Call to Order: Anne Campbell, Chairperson, called the meeting to order at 4:35 p.m.

Pledge of Allegiance

Roll Call of Members

COMMISSIONERS	PRESENT	STAFF PRESENT	PRESENT
Anne Campbell, Chairperson	☒	Marina Mihalevsky, Director, Classified Human Resources	☒
Cathi Stallings, Vice Chairperson	☒	Reina Murillo, Human Resources Analyst, Confidential	☐
John Walker, Member	☒	Belen Gonzalez, Human Resources Supervisor	☒

C. ADOPTION OF AGENDA

The agenda was approved as submitted.

MOTION	MOVED BY	SECOND	VOTE	RESULT
Approve Agenda	Cathi Stallings, Vice Chairperson	John Walker, Member	<u>3 - 0</u>	☒ Approved ☐ Denied ☐ Abstain

D. REPORT OF ACTION TAKEN IN CLOSED SESSION

☒ No action was taken

E. APPROVAL OF MINUTES

The minutes of the regular Personnel Commission meeting of June 17, 2026 were approved as submitted.

MOTION	MOVED BY	SECOND	VOTE	RESULT
Approve Minutes	Cathi Stallings, Vice Chairperson	Anne Campbell, Chairperson	<u>2 - 0</u>	☒ Approved ☐ Denied ☒ Abstain- John Walker

F. PUBLIC COMMENTS

☒ No public comments were received.

G. REPORTS AND ANNOUNCEMENTS

G.1 VESPA Representative

Ms. Carol Peek, VESPA President, reported that mediation had concluded without an agreement and that VESPA had initiated the fact-finding process. She expressed concerns regarding employee morale and shared information about an upcoming September 22 rally and town hall meeting for members and the community. Ms. Peek also reported on recent member outreach efforts, including site visits conducted with CTA representatives, and ongoing organizational activities.

In response to Commissioner questions, Ms. Peek discussed the results of preliminary member strike-support assessments and clarified that an official strike authorization vote would occur before any strike action.

No action taken.

G.2 Director's Report

Director Mihalevsky provided an update on recruitment and selection activities, including upcoming examinations and interviews for Attendance Technician, Behavior Support Assistant, and Board Certified Behavior Analyst positions. She discussed targeted recruitment strategies and ongoing challenges filling specialized classifications, particularly Sign Language Interpreters.

The Director reported that certain Child Nutrition vacancies remained on hold while the department evaluated staffing and operational costs. She also discussed staffing challenges associated with Transitional Kindergarten assignments and reported an approximately 4% vacancy rate among Special Education Paraeducators.

Additionally, the Director provided an update on improvements to the District's Vector Solutions training platform to streamline employee training assignments. She reviewed required annual training, including mandated reporter training, professional boundaries, and districtwide sexual harassment prevention training.

No action taken.

G.3 Commissioners' Reports

No reports were presented.

No action taken.

H. ACTION ITEMS - NEW BUSINESS

H.1a Ratification of Excess Vacation Carryover Approvals

Summary: The Commission considered ratification of the Director of Classified Human Resources' approval of excess vacation carryover requests for five employees for the 2025–2026 fiscal year, pursuant to Personnel Commission Rule 140.1.11.2. During discussion, the Commission reviewed the use of employee identification numbers to maintain confidentiality and clarified the standard vacation carryover allowance. The Commission unanimously approved the ratification as submitted.

MOTION	MOVED BY	SECOND	VOTE	RESULT
RATIFY the Director of Classified Human Resources' approval of employee requests to carry over vacation balances exceeding the maximum permitted under Personnel Commission Rule 140.1.11.2, based on compelling circumstances, as submitted..	John Walker, Member	Cathi Stallings, Vice Chairperson	<u>3 - 0</u>	☒ Approved ☐ Denied ☐ Tabled

I. CONFERENCE ITEMS - DISCUSSION ONLY

☒ No Conference items.

PERSONNEL COMMISSION

REGULAR MEETING MINUTES



J. CONSENT AGENDA

I.1 Personnel Transactions Report

The Commission reviewed the Personnel Transactions Report dated September 16, 2026. Director Mihalevsky provided clarification regarding recent personnel transactions and assignments in response to Commissioner questions.

MOTION	MOVED BY	SECOND	VOTE	RESULT
Approve Personnel Transactions Report as submitted.	John Walker, Member	Cathi Stallings, Vice Chairperson	<u>3 - 0</u>	☒ Approved ☐ Denied ☐ Tabled

K. ADJOURNMENT

Next Regular PC Meeting: October 21, 2026 at 4:30 p.m. | ESC Board Room

MOTION	MOVED BY	SECOND	VOTE	RESULT
Adjourn the regular Personnel Commission meeting.	Cathi Stallings, Vice Chairperson	John Walker, Member	<u>3 - 0</u>	☒ Approved ☐ Denied ☐ Abstain

Meeting adjourned at 5:07 p.m.



Date: October 16, 2026
To: Personnel Commission
From: Marina Mihalevsky, Director, Classified Human Resources
PC Meeting: October 21, 2026 – Agenda Item: New Business
Subject: Revision to Job Specification – Paraeducator Afterschool

The start of the 2026–2027 school year saw an increase in transitional kindergarten (TK) enrollment across the District, accompanied by expanded participation of these younger students in the District’s OCEAN Expanded Learning Program. This growth has resulted in an increased need for afterschool staffing capable of supporting a younger student population with varying levels of developmental readiness and individualized support needs. In particular, TK students may require greater assistance with toileting, personal care, and other age-appropriate developmental needs, particularly during their initial transition into the school environment. Accordingly, the expansion of TK participation in the OCEAN program necessitated a review of the Paraeducator Afterschool job specification to ensure that assigned staff responsibilities appropriately reflect the range of student support services that may be required and that employees can provide such assistance within established District guidelines and protocols.

Accordingly, staff undertook a comprehensive review and revision of the job specification to modernize its format, improve the clarity and consistency of duty statements, and ensure that the scope of reasonably assignable responsibilities is sufficiently comprehensive to address the needs of the student population served. While the essential functions and fundamental purpose of the classification remain unchanged, the revisions provide greater specificity regarding responsibilities associated with toileting assistance, personal care, and mobility-related support, as may be necessary to facilitate students’ safe and meaningful participation in District programs.

The revisions are intended to clarify and more accurately reflect the scope of student support responsibilities inherent to the classification, rather than substantively alter its primary purpose or essential functions.

District staff have completed the meet-and-confer process with the Ventura Education Support Professionals Association (VESPA), the exclusive bargaining representative, regarding the proposed revisions to the job specification and any associated impacts on employees’ terms and conditions of employment.

	PERSONNEL COMMISSION	JOB SPECIFICATION		
		Job Family:	INSTRUCTIONAL	Job Code E50
		Salary Range:	180	Salary Schedule:
		FLSA Status:	Exempt	Classified Bargaining Unit

PARAEDUCATOR – AFTERSCHOOL

POSITION PURPOSE

Under the direction of designated program administrator and/or designee, provide academic, enrichment, recreational, behavioral and personal-care support to students enrolled in an afterschool or expanded learning program. Assist with instruction and homework, facilitate engaging activities, maintain a safe and inclusive environment, monitor student participation and behavior, maintain required records, and communicate student needs and progress to appropriate staff. Positions in this classification may be supported by a grant, expanded learning or other restricted funds.

ESSENTIAL DUTIES / RESPONSIBILITIES

Assist in implementing afterschool and expanded learning programs that provide academic, recreational, physical fitness and enrichment opportunities consistent with program requirements and site plans.

Present, reinforce and review instruction with individual students or small groups through tutoring, homework assistance, guided practice, discussions, projects, study support and other learning activities.

Assist students with grade-level assignments, exam preparation, credit recovery and academic goals using appropriate instructional materials, online programs, computer software and technology resources.

Facilitate and actively participate in indoor and outdoor activities; model enthusiasm, cooperation, inclusion, responsible behavior and lifelong learning.

Observe, monitor and support student behavior during instructional, recreational, playground, meal, break, field trip and other program activities; reinforce rules, expectations and positive behavior strategies.

Assist with implementation of individual behavior supports or behavior plans as directed; use proactive communication, conflict-resolution strategies and appropriate boundaries with students and adults.

Maintain a safe, orderly, clean and healthful learning environment; identify and promptly report safety hazards, injuries, unusual behavior, suspected illness or other concerns to designated staff.

Monitor student check-in, attendance, sign-out and authorized release procedures; verify that required records are completed accurately by staff, parents, guardians and students.

Observe and report student participation, progress, behavior and needs to the assigned supervisor and certificated staff; contribute information useful for adjusting activities or supports.

Under established direction, communicate with parents, guardians, District staff, community partners and outside agencies to exchange routine information and address student or program needs.

Provide personal care assistance when assigned, which may include prompting and escorting students to the restroom and assisting with clothing, wiping, changing soiled clothing, pull-ups or diapers. Provide only the least intrusive assistance needed and encourage age-appropriate independence. Follow District and/or program prescribed procedures, guidelines and expectations for appropriately responding to student's personal care needs.

Assist students with clothing, hygiene and personal care and, when assigned and trained, support student mobility or positioning using approved procedures and available equipment, with or without reasonable accommodation.

Administer basic first aid within the scope of training and District procedures; complete accident, incident and related reports as required.

Prepare and maintain records relating to attendance, student release, activities, academic progress, behavior, incidents, instructional materials and other mandated program information.

Assist in developing and communicating weekly schedules, activity plans and material needs; coordinate learning or enrichment activities with guest instructors and community organizations as assigned.

Operate classroom, recreational and office equipment, including computers, job-specific software, audiovisual equipment, copiers, printers, paper cutters and sports equipment.

Attend staff meetings, in-service activities and required training to maintain current knowledge and support consistent program operations.

May communicate in English and a designated second language for both academic and general participation supports; provide oral or written translation between staff, student and families when required by the assignment.

Work at different afterschool sites or grade levels when assigned based on enrollment, staffing, student ratios and operational needs.

Perform related duties as assigned in support of the classification and overall program objectives.

KNOWLEDGE AND ABILITIES

Knowledge of:

- Child and adolescent development, child guidance, group dynamics, motivation and positive behavior-support practices.
- General instructional techniques, study strategies and academic subjects taught in District schools, including reading, language arts, mathematics, science, history and social studies.
- Educational, recreational, enrichment and physical-activity practices appropriate for school-age students.
- Health, safety, sanitation, personal-care and infection-control practices in classroom, restroom, playground and outdoor environments.
- Professional boundaries, student privacy and appropriate adult-to-student interactions.
- Basic first aid and CPR principles.
- Attendance, student release, incident reporting and basic recordkeeping procedures.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Oral and written communication and interpersonal practices using tact, patience and courtesy.
- Personal computer operating systems, job-specific software and common office, classroom and recreational equipment.
- Cultural, linguistic and economic diversity within the school community.
- Applicable District rules, program requirements, policies and procedures related to the assignment.

Ability to:

- Work effectively with students from diverse cultural, linguistic, economic and ability backgrounds and promote equitable participation.
- Assist with instruction, homework, enrichment, recreation and physical fitness activities for individuals and small groups.
- Maintain active supervision, recognize emerging concerns and take appropriate action within established procedures.

- Use positive behavior supports, set appropriate boundaries, de-escalate conflicts and assist with individual behavior plans as directed.
- Provide respectful personal care and toileting assistance while protecting student dignity, privacy, safety and independence.
- Understand and follow an individual toileting plan, IEP, Section 504 plan, and/or health plan within the scope of assignment and training.
- Follow hygiene, bloodborne pathogen, cleaning and disposal procedures and report health or safety concerns promptly.
- Communicate clearly and professionally with students, parents, guardians, staff, community partners and the public.
- Understand and carry out oral and written instructions and apply District and program rules consistently.
- Maintain accurate records, use basic arithmetic and organize multiple routine program tasks.
- Operate computers, software, audiovisual, office, classroom and recreational equipment.
- Demonstrate flexibility, sound judgment, initiative, patience, creativity and dependability.
- Maintain regular and consistent attendance and adapt to changes in site, grade level, schedule or program need.

MINIMUM ENTRANCE QUALIFICATIONS

Education / Experience

Education

High school diploma or equivalent. An associate degree is highly desirable.

Experience

Some experience working with children, adolescents or young adults in an organized educational, childcare, recreational or community setting. Experience using computers, software and technology resources to provide academic or clerical support is desirable. Experience supporting individuals with disabilities or other developmental needs is also desirable.

Licenses /Certifications / Special Requirements

- Some assignments require valid First Aid and CPR certification issued by an authorized agency. When required, certification must be obtained within the first three months of the probationary period unless an earlier date is established by law, regulation or program requirement.
- A valid California Class C driver license may be required for assignments involving travel between sites or operation of a District vehicle.
- Some positions may require oral and written communication in English and a designated second language.
- Completion of District-provided training related to personal care, toileting, student privacy, professional boundaries, infection control or individual student plans may be required before performing those duties.

WORKING CONDITIONS

Physical Demands:

- Sit, stand and walk for extended periods while supervising students and participating in activities.
- Bend, reach, twist, turn, kneel, crouch, squat, stoop and occasionally crawl or sit on the floor to assist students or participate in play activities.



For the future of every student

CLASS TITLE: PARAEDUCATOR - AFTER SCHOOL

BASIC FUNCTION:

Under the direction of an assigned supervisor and guidance of a Certificated staff member, assist in providing instruction to individuals or small groups of students, assisting in the effective instruction and reinforcement of lessons in an elementary or secondary after school program; perform a variety of instructional, recreational, motivational and clerical duties; perform related duties as assigned. Positions in this may be classification are funded through grants or donated funds.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Assist in the implementation of an after school program that gives students a variety of educational, recreational and enrichment activities in accordance with program guidelines.

Participate in the effective instruction of students through activities such as tutoring students individually or in groups, leading and facilitating group discussions, class projects, homework assistance, and coordinating learning activities with guest instructors and/or community organizations.

Assist students with assigned projects utilizing appropriate computer software, technology tools and resources.

May assist students with credit recovery utilizing computer software programs and on-line programs.

Provide direction and support to students with grade level written assignments and projects.

Assist students completing grade appropriate homework and/or preparing for grade appropriate exams.

Assure the health and safety of students by following health and safety practices and procedures; maintain classroom and other assigned areas in a safe, orderly and clean manner; monitor students during outdoor, playground, field trip, eating, break, and various other activities as assigned. Inform certificated staff of student progress and/or problems.

Under the guidance and instruction of a designated certificated staff member, communicate with District staff, various outside agencies and/or parents to exchange information and resolve issues or concerns related to student needs and activities.

Perform a variety of clerical duties such as prepare and maintain various records related to student activities, attendance, academic progress, instructional materials, and other related data.

Participate in building weekly schedules and activities, and assist communicating and implementing the activities with the students

Administer basic first aid and complete accident reports when necessary.

Attend meetings and in-service trainings for the purpose of keeping knowledge current and/or acquiring or conveying information.

Monitor student check-in and sign-out procedures; ensure that attendance sheets are completed properly by staff, parents and students.

May be moved between after-school program sites or grade levels based on student enrollment, staffing patterns, and program needs in an effort to maintain ratios.

Operate a variety of classroom, recreational and office equipment such as a copier, paper cutter, fax machine, computers, software and sports equipment.

May communicate with students in English and a designated second language to facilitate the learning process as assigned by the position; provide oral and written translation between students, teachers, staff, parents and others as required; translate notes, assignments, letters and other materials as needed.

Perform related duties as assigned that support the overall objective of the position.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Basic educational reference material.

Ethnic groups and cultural diversity in community neighborhoods. Group behavior and group dynamics.

Basic concepts of adolescent development and behavior, motivation, and behavior intervention and modification.

Effective instructional and study techniques.

Core academic subjects taught in District schools, including mathematics, English and language arts, reading, history and social studies, and science.

Personal computer operating systems and operating procedures.

General classroom management techniques.

Correct English usage, spelling, grammar, and punctuation.

Basic record keeping.

Safe practices in classroom activities.

ABILITY TO:

Work well with elementary and secondary students from diverse cultural, linguistic and economic backgrounds, encourage positive learning patterns and behavior in students.

Demonstrate enthusiasm for learning with students as a life-long learner model.

Assist in implementing curriculum related to instructional activities and materials.

Reinforce instruction to individual or small groups of students.

Understand and carry out oral and written instructions.

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

Monitor, observe and report student behavior and progress according to approved policies and procedures.

Assist in the implementation of lesson plans and instructional activities.

Assist in the implementation of physical fitness activities.

Observe health and safety regulations.

Utilize classroom or general office equipment including personal computer operating systems, audiovisual equipment, photocopier, laminator, etc.

Maintain records and files.

Demonstrate flexibility, understanding and patience toward students, parents and school personnel.

Demonstrate a positive role model to students.

Assist with discipline of students in accordance with district policy.

Motivate students to study, remain in school, and participate in the after-school program

Maintain regular and consistent attendance.

EDUCATION AND EXPERIENCE:

Requires a high school diploma or the equivalent. Requires two years of college (48 units) or pass the District's assessment that demonstrates knowledge and skills in assisting in instruction or pass the California Basic Educational Skills Test (CBEST). An Associate's degree is highly desirable.

Experience: Some experience working with children, adolescents, and young adults in an organized setting. Some experience using computers, software and other technology tools and resources relevant to providing academic and clerical support. Experience working with individuals with special developmental needs is desirable.

SPECIAL REQUIREMENTS:

Some positions may require First Aid and CPR certifications issued by an authorized agency; employees must fulfill certification requirements within the first three (3) months of the probationary period.

Some positions in this class may be required to translate oral and written communications between English and a designated second language.

WORKING CONDITIONS:

ENVIRONMENT:

Classroom and outdoor environment.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate standard office and classroom equipment.

Sitting or standing for extended periods of time.

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

Seeing to read a variety of materials and monitor student activities.

Hearing and speaking to exchange information.

Reaching overhead, above the shoulders and horizontally.

Approved by Personnel Commission:	07/23/2014
Revised:	09/20/2017
Revised:	02/15/2023
Revised:	08/16/2023
Revised:	10/15/2025



Date: October 16, 2026
To: Personnel Commission
From: Marina Mihalevsky, Director, Classified Human Resources
PC Meeting: October 21, 2026 – Agenda Item: New Business
Subject: **Revision to Job Specification – Behavior Support Assistant – MQ Only**

District staff have identified the need to revise the minimum entrance qualifications for the Behavior Support Assistant classification to address immediate recruitment challenges and ensure that qualification requirements remain aligned with currently available specialized training opportunities and the District's operational needs.

The existing minimum qualifications reference specialized training programs and educational pathways that are no longer available through the Ventura County Office of Education (VCOE), Special Education Local Plan Area (SELPA), or other previously identified training providers. Consequently, certain requirements have become obsolete, creating unnecessary barriers to recruitment and limiting the District's ability to attract and qualify candidates who may otherwise possess the foundational knowledge, experience, and aptitude necessary to perform the duties of the classification.

Given the urgency of current staffing needs and the importance of maintaining continuity of specialized behavioral support services for students, staff are proposing a targeted revision limited to the minimum entrance qualifications at this time, rather than undertaking a comprehensive review of the job specification.

The proposed revisions are intended to establish more accessible pathways for applicants to satisfy specialized training requirements, while maintaining appropriate expectations for competency in Applied Behavior Analysis (ABA) methodologies and behavioral intervention techniques. Specifically, the revised qualifications would recognize completion of a Registered Behavior Technician (RBT) training program or, alternatively, completion of District-approved specialized ABA training.

Concurrently, the District is seeking to develop greater internal capacity to provide and coordinate specialized training, reducing reliance on external programs while establishing a more consistent and sustainable framework for employee preparation and professional development. The revised qualifications would also incorporate expectations for continuing education and annual specialized training to ensure that employees maintain and further develop the knowledge and competencies necessary to effectively support students with significant behavioral and developmental needs.

District staff have met and conferred with the Ventura Education Support Professionals Association (VESPA), the exclusive bargaining representative, regarding the proposed revisions to the minimum qualifications and their potential impacts on terms and conditions of employment. These discussions



specifically addressed the application of revised training requirements to both current incumbents and newly appointed employees, including expectations for initial qualification, access to District-approved training opportunities, annual continuing education, and the implications of maintaining required training competencies as an ongoing condition of eligibility to serve in the classification.

Accordingly, the proposed changes are limited to the minimum entrance qualifications and associated training expectations. The classification's essential functions, assigned duties, and fundamental responsibilities remain unchanged.

Attachment 1 –Job Specification – Behavior Support Assistant

	PERSONNEL COMMISSION	JOB SPECIFICATION			
		Job Family:	INSTRUCTIONAL	Job Code	E43
		Salary Range: 240		Salary Schedule:	
		FLSA Status: Non-Exempt		Classified Bargaining Unit	

CLASS TITLE: BEHAVIOR SUPPORT ASSISTANT

BASIC FUNCTION:

Under the supervision of the assigned Administrator, Specialist and/or the classroom teacher, assist with the monitoring, coordination and implementation of Intensive Behavior Interventions involving Applied Behavior Analysis leading to Discrete Trial Teaching, Pivotal Response Teaching, Floor Time, Incidental Teaching and other methods while working with individuals with exception needs.

DISTINGUISHING CHARACTERISTICS:

The Behavior Support Assistant is a specialized position that assists educators and therapists with therapy and tutoring of students having exceptional behavior intervention needs. The Behavior Support Assistant has been specially trained and demonstrates competency in applied behavioral analysis and methodology, including discrete trial teaching and pivotal response. This position includes working with school personnel and students (short term) to train school personnel on positive behavior supports for students that have behavioral needs.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Under the direct supervision of a specialist, certificated teacher and/or other certificated personnel, works on an in-depth basis with individual students with exceptional needs to implement intensive behavioral therapy to selected students one-on-one or in small groups.

Trains school personnel (i.e. teachers, paraeducators, bus drivers, campus supervisors, campus support assistants, etc.) in positive behavior support strategies using clear training goals. Training includes and is not limited to role-play, modeling interventions with students, feedback/coaching.

Shadows school staff on the implementation of positive behavior and classroom routines.

Collects fidelity data on supports/interventions for review by the specialist, case manager, teacher, school psychologist, paraeducators and administration.

Observes students in their educational setting, and makes environmental modifications.

Provides evidence based strategies to therapists, teachers and specialists by creating and implementing visual, behavioral, social, and/or communications strategies that enhance student performance and behavior. Administers special drills to reinforce learning.

Creates, prepares and may develop age and/or grade appropriate instructional aids and exercises to support the therapy and subject matter being taught, and social skills program and materials.

Participates in consultations with parents and staff on IBI therapy interventions for students on site. Provides input to therapists, specialists, and teachers on student performance, progress, and behavior. Alerts teacher and resource staff to any special problems or information concerning students. Assists to develop and evaluate individual and group educational goals and objectives; participates in meetings as assigned.

On a short-term basis, rides bus/van in order to train school staff, collect data, or establish a routine for students in need of extra support during transportation. The goal is to transfer these skills to the embedded supports on the bus/van or other support staff present on the bus/van. Transportation support will stay within the provided hours for the position.

Exercises constant supervision of students; observes, monitors, controls and redirects behavior of students within approved procedures. Uses appropriate discipline in accordance with grade level, student's ability to understand discipline and approved procedures. Uses approved techniques for responding to students whose behavior may escalate to self-injurious or physically aggressive acts, including spitting, pinching, biting, hair-pulling, kicking and hitting. Develops and uses incentives as positive reinforcement. Reinforces behavior modification techniques determined by the school based team.

Collects data on Behavioral Intervention strategies, Functional Behavior, Peer mediated instruction and/or Functional communication. Documents student progress and performance using the individualized education plan as a guide. Records information in formats that support further evaluations. Assists in preparation and collection of sensory materials.

Develops data collection sheets and formats observation notes based under the supervision of BCBA/ behavior specialist.

Assists special program administrative staff with the preparation and presentation of in service training sessions; assists in organizing meetings and participates in meetings to share information about positive behavior support.

Prepares and maintains a variety of files and records, including data collection, for classroom or assigned program; orders necessary materials and office supplies for the program or team.

When working with severely disabled students, may be required to assist students with certain medical and hygiene functions.

Must observe confidentiality. Must be discrete in responding to student behaviors whenever possible.

Remains up-to-date in the knowledge of Positive Behavior Support approaches through attendance at on- going in-service trainings, workshops and seminars sponsored by the District, Ventura County SELPA or other acceptable, approved agencies.

Other duties as assigned that support the overall objective of the position.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Working knowledge of the principles and practices of age-appropriate child development and guidance applicable for an educational setting.

Basic knowledge of autism and other developmental disabilities.

Basic knowledge of the principles of applied behavior analysis and specific instruction methodologies such as, but not limited to, discrete trial teaching.

Working knowledge of the subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading, with sufficient competency to assist students with individual or group studies.

Basic knowledge of teaching and instruction methods.

Knowledge of document requirements for special education students and programs.

Knowledge of and skill at using personal computers, audiovisual, and other equipment to support learning, record information, and send communications.

Well-developed human relation skills to work productively and cooperatively with teachers, students, and parents in formal and informal settings, to exercise extreme levels of patience when conveying information to students having difficulty with verbal and written communications, and demonstrate sensitivity to the special needs of students.

Basic instructional methods and techniques.

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

Classroom procedures and appropriate student conduct.

Interpersonal skills using tact, patience and courtesy.

Operation of standard office and classroom equipment including a computer and assigned software.

Record-keeping and filing techniques.

ABILITY TO:

Assist teaching staff with the implementation of instructional goals and activities, assessing the needs of individual students and developing instructional support techniques and materials to meet those needs.

Work with students who have severe developmental delays and behavior challenges (e.g. biting, spitting, hitting, and throwing).

Remain professional, respectful and solution oriented during difficult situations with personnel and students.

Apply principles of positive reinforcement, applied behavior analysis, and discrete trial teaching. Manage students who act out verbally and physically.

Ride with students on a bus/ van as needed.

Interact with teachers, parents, and specialists in order to carry out assigned duties.

Oversee students, administer assignments and tests, and perform general clerical tasks.

Work with and demonstrate sensitivity to a diverse population of students and parents.

Relate positively to students in a teaching/learning environment in a way that builds confidence, recognizes and works on learning disabilities and barriers.

Establish and maintain cooperative and effective working relationships with others.

Communicate effectively both orally and in writing.

Observe health and safety regulations.

Maintain records and files.

Understand and follow oral and written instructions.

Operate standard office and classroom equipment including a computer and assigned software.

Maintain regular and consistent attendance.

EDUCATION AND EXPERIENCE:

~~Requires a high school diploma or the equivalent. Requires two years of college (48 units) or pass the District's assessment that demonstrates knowledge and skills in assisting in instruction or pass the California Basic Educational Skills Test (CBEST). An Associate's degree is highly desirable.~~

~~Requires three years of experience working with students with exceptional needs, including experience in an inclusion setting and/or Special Day Class.~~

Education:

An equivalent of an associate's degree in early childhood development, psychology, speech pathology or closely related field.

Experience:

Two (2) years of experience working with students with a range of disabilities, including experience using Intensive Behavior Intervention (IBI) and/or Applied Behavior Analysis (ABA) techniques or implementing IBI/ABA programs. Additional related experience may substitute for some postsecondary education requirements at a rate of two (2) years of experience for one (1) year of college OR two (2) years of successful service as a Paraeducator III with Ventura Unified School District.

LICENSES AND OTHER REQUIREMENTS:

- ~~• A valid California driver's license.~~
- ~~• Completion of the VUSD or Ventura County SELPA Intensive Behavior Intervention (IBI) certification training (including successful completion of extended mentoring program), or equivalent training/certification (e.g. 14 hours of Applied Behavior Analysis training or Registered Behavior Technician training).~~
- ~~• Completion of Non-Violent Crisis Prevention and Intervention (NCPI) training and yearly refresher courses to keep certification current; employees must fulfill certification requirement prior to completion of the six-month probationary period.~~
- ~~• Completion of the Ventura County SELPA Autism Certification Program or AFIRM online modules is recommended and preferred for this classification (but not required).~~
- ~~• Some incumbents in this classification may be required to speak, read and write in a designated second language.~~

SPECIAL REQUIREMENTS / CERTIFICATIONS / LICENSURE:

- **Be actively enrolled in a 40-hour Registered Behavior Technician (RBT) training program; or**
- **Have completed at least sixteen (16) hours of District approved Applied Behavior Analysis (ABA) training within six (6) months of job entry**
- **Complete at least eight (8) hours of District-approved ABA continuing education and training annually.**
- **Completion of Non-Violent Crisis Prevention and Intervention (NCPI) training or equivalent.**
- **Valid first aid and CPR certification.**
- **A valid California driver's license – positions in this class frequently travel between school sites and/or district office.**

WORKING CONDITIONS:

ENVIRONMENT:

Classroom and outdoor environment.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate standard office and classroom equipment. Sitting or standing for extended periods of time. Bending at the waist, kneeling or crouching to assist students. Seeing to read a variety of materials and monitor student activities. Hearing and speaking to exchange information. Lifting and carrying heavy students as assigned by the position. Reaching overhead, above the shoulders and horizontally. Ability to respond and move quickly to assist students.

HAZARDS:

Exposure to bodily fluids, bloodborne pathogens and infectious diseases as assigned by the position. Contact with dissatisfied or abusive individuals.

Approved by Personnel Commission: 06/18/2008

Revised:

09/21/2016 (former title: Paraeducator – IBI)

09/12/2018

04/28/2022

08/01/2023



For the future of every student

CLASS TITLE: BEHAVIOR SUPPORT ASSISTANT

BASIC FUNCTION:

Under the supervision of the assigned Administrator, Specialist and/or the classroom teacher, assist with the monitoring, coordination and implementation of Intensive Behavior Interventions involving Applied Behavior Analysis leading to Discrete Trial Teaching, Pivotal Response Teaching, Floor Time, Incidental Teaching and other methods while working with individuals with exception needs.

DISTINGUISHING CHARACTERISTICS:

The Behavior Support Assistant is a specialized position that assists educators and therapists with therapy and tutoring of students having exceptional behavior intervention needs. The Behavior Support Assistant has been specially trained and demonstrates competency in applied behavioral analysis and methodology, including discrete trial teaching and pivotal response. This position includes working with school personnel and students (short term) to train school personnel on positive behavior supports for students that have behavioral needs.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Under the direct supervision of a specialist, certificated teacher and/or other certificated personnel, works on an in-depth basis with individual students with exceptional needs to implement intensive behavioral therapy to selected students one-on-one or in small groups.

Trains school personnel (i.e. teachers, paraeducators, bus drivers, campus supervisors, campus support assistants, etc.) in positive behavior support strategies using clear training goals. Training includes and is not limited to role-play, modeling interventions with students, feedback/coaching.

Shadows school staff on the implementation of positive behavior and classroom routines.

Collects fidelity data on supports/interventions for review by the specialist, case manager, teacher, school psychologist, paraeducators and administration.

Observes students in their educational setting, and makes environmental modifications.

Provides evidence based strategies to therapists, teachers and specialists by creating and implementing visual, behavioral, social, and/or communications strategies that enhance student performance and behavior. Administers special drills to reinforce learning.

Creates, prepares and may develop age and/or grade appropriate instructional aids and exercises to support the therapy and subject matter being taught, and social skills program and materials.

Participates in consultations with parents and staff on IBI therapy interventions for students on site. Provides input to therapists, specialists, and teachers on student performance, progress, and behavior. Alerts teacher and resource staff to any special problems or information concerning students. Assists to develop and evaluate individual and group educational goals and objectives; participates in meetings as assigned.

On a short-term basis, rides bus/van in order to train school staff, collect data, or establish a routine for students in need of extra support during transportation. The goal is to transfer these skills to the embedded supports on the bus/van or other support staff present on the bus/van. Transportation support will stay within the provided hours for the position.

Exercises constant supervision of students; observes, monitors, controls and redirects behavior of students within approved procedures. Uses appropriate discipline in accordance with grade level, student's ability to understand discipline and approved procedures. Uses approved techniques for responding to students whose behavior may escalate to self-injurious or physically aggressive acts, including spitting, pinching, biting, hair-pulling, kicking and hitting. Develops and uses incentives as positive reinforcement. Reinforces behavior modification techniques determined by the school based team.

Collects data on Behavioral Intervention strategies, Functional Behavior, Peer mediated instruction and/or Functional communication. Documents student progress and performance using the individualized education plan as a guide. Records information in formats that support further evaluations. Assists in preparation and collection of sensory materials.

Develops data collection sheets and formats observation notes based under the supervision of BCBA/behavior specialist.

Assists special program administrative staff with the preparation and presentation of in service training sessions; assists in organizing meetings and participates in meetings to share information about positive behavior support.

Prepares and maintains a variety of files and records, including data collection, for classroom or assigned program; orders necessary materials and office supplies for the program or team.

When working with severely disabled students, may be required to assist students with certain medical and hygiene functions.

Must observe confidentiality. Must be discrete in responding to student behaviors whenever possible.

Remains up-to-date in the knowledge of Positive Behavior Support approaches through attendance at on-going in-service trainings, workshops and seminars sponsored by the District, Ventura County SELPA or other acceptable, approved agencies.

Other duties as assigned that support the overall objective of the position.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Working knowledge of the principles and practices of age-appropriate child development and guidance applicable for an educational setting.

Basic knowledge of autism and other developmental disabilities.

Basic knowledge of the principles of applied behavior analysis and specific instruction methodologies such as, but not limited to, discrete trial teaching.

Working knowledge of the subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading, with sufficient competency to assist students with individual or group studies.

Basic knowledge of teaching and instruction methods.

Knowledge of document requirements for special education students and programs.

Knowledge of and skill at using personal computers, audiovisual, and other equipment to support learning,

record information, and send communications.

Well-developed human relation skills to work productively and cooperatively with teachers, students, and parents in formal and informal settings, to exercise extreme levels of patience when conveying information to students having difficulty with verbal and written communications, and demonstrate sensitivity to the special needs of students.

Basic instructional methods and techniques.

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

Classroom procedures and appropriate student conduct.

Interpersonal skills using tact, patience and courtesy.

Operation of standard office and classroom equipment including a computer and assigned software.

Record-keeping and filing techniques.

ABILITY TO:

Assist teaching staff with the implementation of instructional goals and activities, assessing the needs of individual students and developing instructional support techniques and materials to meet those needs.

Work with students who have severe developmental delays and behavior challenges (e.g. biting, spitting, hitting, and throwing).

Remain professional, respectful and solution oriented during difficult situations with personnel and students.

Apply principles of positive reinforcement, applied behavior analysis, and discrete trial teaching. Manage students who act out verbally and physically.

Ride with students on a bus/ van as needed.

Interact with teachers, parents, and specialists in order to carry out assigned duties.

Oversee students, administer assignments and tests, and perform general clerical tasks.

Work with and demonstrate sensitivity to a diverse population of students and parents.

Relate positively to students in a teaching/learning environment in a way that builds confidence, recognizes and works on learning disabilities and barriers.

Establish and maintain cooperative and effective working relationships with others.

Communicate effectively both orally and in writing.

Observe health and safety regulations.

Maintain records and files.

Understand and follow oral and written instructions.

Operate standard office and classroom equipment including a computer and assigned software.

Maintain regular and consistent attendance.

EDUCATION AND EXPERIENCE:

Requires a high school diploma or the equivalent. Requires two years of college (48 units) or pass the District's assessment that demonstrates knowledge and skills in assisting in instruction or pass the California Basic Educational Skills Test (CBEST). An Associate's degree is highly desirable.

Requires three years of experience working with students with exceptional needs, including experience in an inclusion setting and/or Special Day Class.

LICENSES AND OTHER REQUIREMENTS:

- A valid California driver's license.
- Completion of the VUSD or Ventura County SELPA Intensive Behavior Intervention (IBI) certification training (including successful completion of extended mentoring program), or equivalent training/certification (e.g. 14 hours of Applied Behavior Analysis training or Registered Behavior Technician training).



Date: October 16, 2026
To: Personnel Commission
From: Marina Mihalevsky, Director, Classified Human Resources
PC Meeting: October 21, 2026 – Agenda Item: New Business
Subject: Revision to Job Specification and Class Title Change – Facilities Planner to Facilities Planning and Compliance Manager (Classified Management/Non-Represented)

The District anticipates a vacancy in the current manager position under the title of Facilities Planner. In order to administer a competitive recruitment, District staff have undertaken a comprehensive review and revision of the Facilities Planner job specification to ensure that the classification accurately reflects the scope, complexity, and level of responsibility associated with the District's evolving facilities planning, maintenance, construction, and regulatory compliance functions. The proposed revisions include a change in classification title to **Facilities Planning and Compliance Manager**, expansion of duty statements to appropriately encompass the scope of responsibility, and updates to the minimum entrance qualifications to better align with the professional knowledge, education, and experience necessary to effectively perform the responsibilities of this management classification.

The proposed title change is intended to more accurately represent the managerial nature of the position and the breadth of responsibilities associated with coordinating, overseeing, and supporting the District's facilities planning and compliance activities. The existing title of Facilities Planner does not fully convey the classification's management-level responsibilities or its involvement in the administration and oversight of complex facilities-related programs, projects, and regulatory requirements.

The revised job specification more comprehensively incorporates responsibilities associated with deferred maintenance planning and implementation, facilities improvement and construction project management, regulatory compliance, and the coordination of capital improvement activities. Particular emphasis has been placed on clarifying the classification's role in supporting the planning, prioritization, coordination, monitoring, and implementation of deferred maintenance and construction projects undertaken within the Facilities Department. Additionally, the revised duty statements expressly encompass energy management support functions, including coordination of energy conservation initiatives, monitoring of utility usage and operational efficiencies, and support for District efforts to improve the sustainability and cost-effectiveness of facilities operations.

The comprehensive revision also addresses the minimum entrance qualifications to ensure that the educational preparation, professional experience, and technical expertise required of applicants are commensurate with the complexity and managerial responsibilities of the classification. The updated qualifications are intended to establish appropriate expectations for knowledge and experience in facilities planning, construction and project management, deferred maintenance, regulatory compliance.



Completing these revisions at this time will allow the District to recruit and assess candidates against qualifications and responsibilities that more accurately reflect the operational needs of the Facilities Department and the expectations associated with the position.

Attachment 1 – Comprehensive Revision Job Specification – Facilities Planning and Compliance Manager

Attachment 2 – Current Job Specification – Facilities Planner

 Ventura Unified SCHOOL DISTRICT	PERSONNEL COMMISSION	JOB SPECIFICATION					
		Job Family:		Maintenance	Job Code		F04
		Salary Range: M29		Salary Schedule Unit:			
		FLSA Status: Exempt		Unrepresented Management			

CLASS TITLE: ~~FACILITIES PLANNER~~
PROPOSED RETITLEMENT:
FACILITIES PLANNING AND COMPLIANCE MANAGER

BASIC FUNCTION:

Under the direction of the Director of Facilities, plans, organizes, manages, and evaluates the District's facilities compliance, deferred maintenance, preventive maintenance, energy management, and assigned capital and maintenance project programs. Establishes priorities and multi-year work plans; develops budgets, schedules, standards, and performance measures; coordinates the work of staff, consultants, contractors, utilities, and regulatory agencies.

DISTINGUISHING CHARACTERISTICS:

The Facilities Planning and Compliance Manager is distinguished from the Facilities Manager classification by its primary responsibility for Districtwide facilities planning, regulatory compliance, deferred maintenance programming, energy management, and coordination and oversight of assigned facilities improvement and construction projects. In contrast, positions in the Facilities Manager classification are primarily responsible for direct supervision and operational management of employee work groups performing skilled trades, grounds maintenance, and custodial support functions. The incumbent may supervise assigned personnel and coordinate and direct the work of consultants, contractors, vendors, and other project participants within assigned areas of responsibility.

REPRESENTATIVE DUTIES:

Plans, organizes, manages, and evaluates Districtwide deferred and preventive maintenance, facility compliance, energy-management, and assigned capital improvement programs; in consultation with the Director, establishes priorities, service standards, inspection cycles, schedules, and performance measures.

Develops, maintains, and updates multi-year deferred maintenance, capital improvement, and infrastructure renewal plans based on condition assessments, asset age, service histories, recurring failures, life-safety and regulatory needs, educational priorities, risk, life-cycle costs, and available funding; addresses HVAC, electrical, plumbing, water, sewer, fire/life-safety, controls, roofing, building envelope, and related site systems.

Coordinates preventive and predictive maintenance planning with facilities staff; evaluates work orders, asset inventories, inspection results, equipment reliability, backlog trends, and anticipated replacement needs to recommend program and system improvements.

Establishes project and program priorities and recommends repair, rehabilitation, replacement, modernization, or operational strategies considering reliability, maintainability, energy performance, urgency, life-cycle cost, and disruption to instructional programs.

Develops scopes of work, preliminary estimates, budgets, cash-flow projections, schedules, phasing plans, risk assessments, quality expectations, and implementation strategies; monitors milestones and recommends corrective actions for variances in scope, cost, schedule, or quality.

Prepares requests for qualifications, requests for proposals, bid and informal procurement documents, specifications, technical requirements, evaluation criteria, and related contract materials in coordination with Purchasing and District leadership.

Organizes and participates in pre-proposal and pre-bid conferences, site visits, and job walks; documents existing conditions, coordinates responses to questions through approved procurement procedures, and assists with addenda and clarifications.

Administers assigned contracts and purchase orders; reviews proposals, invoices, pay applications, submittals, change proposals, allowances, contingencies, schedules, warranties, and contractor performance for compliance with approved scope and District requirements.

Reviews architectural and engineering drawings, specifications, technical studies, cost estimates, schedules, submittals, and record documents for completeness, constructability, District standards, maintainability, operating needs, and consistency with approved project objectives.

Coordinates preparation of studies, design options, drawings, specifications, and estimates by architects, engineers, and other qualified professionals; ensures that professional services and documents requiring licensure, signature, or seal remain the responsibility of appropriately licensed professionals.

Conducts and coordinates facility condition assessments, compliance inspections, field observations, and project site visits; documents deficiencies, verifies progress, develops punch lists, participates in final job walks, and tracks corrective and warranty work through resolution.

Maintains auditable contracts, plans, specifications, permits, agency approvals, meeting minutes, change records, inspection and testing reports, commissioning records, as-built drawings, operation and maintenance manuals, warranties, and closeout files.

Monitors applicable federal, state, and local school-facility laws, codes, standards, testing and inspection requirements, permits, and District policies; coordinates filings, certifications, reports, corrective actions, and agency reviews, including Division of the State Architect processes, Title 24, accessibility, fire/life-safety, environmental, public works, and related requirements as applicable.

Coordinates assigned facility compliance programs addressing building and fire/life-safety systems, accessibility, environmental and hazardous-material conditions, indoor environmental quality, stormwater, utilities, and other regulated facilities matters; refers specialized technical determinations to qualified professionals.

Plans, manages, and evaluates assigned energy-management and conservation functions involving building automation and controls, thermal energy systems, metering, mechanical and electrical controls, and related infrastructure; coordinates energy-efficiency and decarbonization initiatives involving HVAC optimization, lighting, electrification, renewable energy, storage, electric-vehicle infrastructure, building envelope, and water conservation.

Establishes and reviews operating schedules, temperature and control standards, alarm-response procedures, trending and performance benchmarks that balance efficiency, occupant comfort, indoor environmental quality, equipment protection, and instructional needs.

Directs monitoring, diagnostics, testing, and troubleshooting of energy-management, mechanical, electrical, electronic, communication, and computerized control systems; reviews alarms, overrides, run times, and trends; coordinates programming, calibration, repairs, replacements, and verification by qualified staff or vendors.

Coordinates additions and modifications to building automation systems, including controllers, sensors, communications, wiring, graphics, sequences of operation, and programming; provides technical guidance to HVAC, electrical, maintenance, information-technology, and site personnel.

Administers assigned utility data collection, validation, billing review, and benchmarking for covered District buildings; maintains electricity, natural gas, water, building-use, and occupancy data; coordinates applicable California Energy Commission building energy benchmarking submissions and related compliance activities.

Analyzes utility bills, rates, interval consumption, demand charges, costs, greenhouse-gas emissions, building performance, and usage anomalies; resolves discrepancies, coordinates payment review, establishes baselines and forecasts, and measures or coordinates verification of conservation and operational savings.

Develops and updates assigned sustainability, energy-management, emissions-reduction, and climate-resilience plans; recommends goals, performance indicators, conservation measures, project priorities, implementation schedules, demand-response strategies, and funding opportunities based on life-cycle cost and operational needs.

Supports facilities master planning, utility and infrastructure planning, emergency preparedness, climate adaptation, program-driven facility changes, and applications for utility incentives, rebates, grants, and eligible state or local funding.

Maintains facility and asset inventories, inspection and testing records, permit and warranty data, project dashboards, planning schedules, standard specifications, cost histories, and performance measures to inform decisions and track compliance, backlog, energy performance, costs, risks, and progress.

Coordinates with District departments, school communities, utilities, consultants, contractors, inspectors, regulatory agencies, employee organizations, and other stakeholders; prepares and delivers clear reports, correspondence, recommendations, and presentations for administrators, committees, community groups, and the Board of Education.

May supervise, train, assign, and evaluate designated staff; directs and evaluates work of consultants, contractors, vendors, and multidisciplinary project participants within assigned areas of responsibility; maintains current technical knowledge through training and professional development.

Performs related duties consistent with the classification as assigned.

MINIMUM QUALIFICATIONS

KNOWLEDGE OF:

Principles and practices of facilities planning, deferred, preventive and predictive maintenance, asset management, condition assessment, capital improvement programming, and infrastructure renewal.

Construction and project management, including project delivery, programming, design coordination, estimating, scheduling, procurement, contract administration, cost and change control, commissioning, closeout, and warranty administration.

Building construction methods, materials, and systems, including HVAC, electrical distribution, plumbing, domestic water, sewer, roofing, building envelope, fire/life-safety, building automation and controls, and site utilities.

Energy management, utility metering and billing, benchmarking, building performance analysis, energy conservation, decarbonization, greenhouse-gas reduction, sustainability, climate resilience, and measurement and verification.

Facility condition assessment, life-cycle cost analysis, prioritization, budgeting, cash-flow forecasting, scheduling, risk evaluation, and operational impact analysis.

Architectural and engineering drawings, specifications, technical studies, codes, construction terminology, and professional design and licensure responsibilities.

Public-sector purchasing and contracting methods, including RFQs, RFPs, informal and formal bids, consultant and construction agreements, and contract administration.

Applicable California public-school facility laws, agency processes, and requirements, including Division of the State Architect, California Building Code and Title 24, accessibility, fire/life-safety, environmental review, public works, occupational and construction safety, and California Energy Commission building energy benchmarking.

Energy management and building automation system operation, controls, alarms, trends, sequences of operation, troubleshooting coordination, and utility rate structures.

Budget administration, internal controls, records retention, facility and asset databases, performance reporting, and preparation of Board and management materials.

Principles and practices of supervision, including work planning, selection, training, evaluation, corrective action, and employee development.

Computer applications for word processing, spreadsheets, presentations, databases, computerized maintenance and work-order systems, plan review, project scheduling, document control, and facilities or asset management.

Effective oral and written communication, public presentations, customer service, collaborative problem solving, and conflict resolution.

ABILITY TO:

Plan, organize, manage, and evaluate multiple facilities, compliance, deferred maintenance, infrastructure, energy, and construction programs with competing priorities, deadlines, funding sources, and stakeholders.

Translate facility conditions, work orders, compliance obligations, utility information, and operational needs into practical priorities, scopes, procurement documents, budgets, schedules, and multi-year plans.

Read, interpret, and coordinate review of architectural and engineering drawings, specifications, contracts, technical manuals, codes, regulations, permits, and reports.

Evaluate mechanical, electrical, plumbing, controls, and other building-system needs; identify dependencies, safety and operational risks, phasing requirements, and appropriate specialized professional support.

Compile, validate, analyze, and report utility and building performance data; review billing and rate information and coordinate required benchmarking and regulatory submissions.

Develop and recommend feasible energy-efficiency, sustainability, and resilience strategies considering life-cycle cost, emissions, maintainability, available incentives, and educational operations.

Develop and review estimates, schedules, proposals, change requests, contract documents, consultant recommendations, and project alternatives; present evidence-based recommendations.

Conduct effective facility inspections, job walks, meetings, field observations, and presentations; document decisions, responsibilities, deficiencies, and follow-up actions.

Anticipate and mitigate schedule delays, budget pressures, service disruptions, compliance gaps, and project or program risks.

Coordinate and direct consultants, contractors, vendors, and multidisciplinary teams; supervise, train, and evaluate assigned employees as applicable.

Communicate technical, financial, and regulatory information clearly and professionally, orally and in writing, to technical and nontechnical audiences, including District leadership and the Board of Education.

Build cooperative working relationships with District staff, school communities, agencies, utility providers, consultants, contractors, inspectors, and the public.

Work independently, exercise sound judgment, maintain accurate and organized records, safeguard confidential or sensitive information, and respond to urgent facility needs as required.

EDUCATION AND EXPERIENCE:

A bachelor's degree in facilities management, construction management, engineering, architecture, environmental studies, energy management, or a closely related field, and three (3) years of increasingly responsible experience in facilities, maintenance, construction or project management, building systems, energy management, or regulatory compliance, including at least two years in a lead, supervisory, or program-management capacity.

Additional qualifying experience may substitute for the education requirement on a year-for-year basis. Experience in a California public agency or educational environment is desirable.

LICENSES CERTIFICATIONS AND OTHER REQUIREMENTS:

- A valid California driver's license and availability of private transportation, or the ability to provide transportation between District sites.
- Incumbents may be required to obtain and maintain job-related certifications or training based on assigned program responsibilities.

WORKING CONDITIONS**Environment / Hazards:**

- Work is performed in a variety of settings, including offices, school sites, maintenance and operational facilities, mechanical rooms, construction sites, and outdoor environments.
- Requires travel between District facilities and other locations to conduct inspections, assess facility conditions, coordinate projects, and perform assigned responsibilities.
- May involve exposure to noise, dust, fumes, chemicals, temperature extremes, uneven surfaces, moving machinery, electrical and mechanical equipment, elevated or confined spaces, and other hazards associated with maintenance, construction, and facility operations.
- Requires adherence to established safety procedures and applicable regulations when accessing or inspecting areas with potential occupational hazards.
- May require responding to urgent facility, infrastructure, or utility-related conditions outside regularly scheduled work hours.

Physical Demands:

- Hearing and speaking to exchange information, communicate with individuals and groups, and make presentations in person and through electronic communication systems.
- Visual acuity to read and interpret plans, specifications, reports, and digital displays; observe facility conditions; and inspect construction, maintenance, and project work.
- Manual dexterity to operate computers, communication devices, and standard office equipment.
- Sitting, standing, and walking for extended or varying periods, including traversing indoor and outdoor facilities, construction sites, and uneven surfaces.
- Bending, stooping, kneeling, reaching, and climbing stairs or ladders as necessary to access, observe, and inspect facility systems, equipment, and project areas.
- Occasionally lifting, carrying, pushing, or pulling materials, equipment, or other objects weighing up to 50lbs as is incidental to assigned responsibilities; lifting in excess of 50lbs would be with assistance.

CLASSIFICATION HISTORY:

Original Facilities Planner classification approved by Personnel Commission: 10/15/1997

Revised: 09/17/2008 and 05/18/2022

Retitled and revised: Draft for review



For the future of every student

CLASS TITLE: FACILITIES PLANNER

BASIC FUNCTION:

Under the direction of the Director of Facilities performs technical and responsible functions and activities related to the planning and coordination of the District's new school facilities, relocatable classrooms and modernization/remodeling of existing buildings; plans, organizes and develops facilities reports and summaries. Employees in this job class receive minimal supervision within a broad framework of general guidelines. This job class functions at a high level of technical expertise and supervises the daily work of staff involved in the facilities planning function.

REPRESENTATIVE DUTIES

ESSENTIAL DUTIES:

Monitor and coordinate the progress and development of school facility related projects.

Prepare and evaluate requests for proposals for architectural services and other construction/maintenance related professional services.

Participates in the selection of architects, engineers and other professional services.

Evaluates consultant performance.

Arranges, schedules, coordinates and attends the design committee meetings with district personnel, architect and community members.

In the absence of the Director of Facilities chairs Design Committee meetings. Provides input and recommendations related to design programming, and specifications of new School facilities and modernization projects.

Determines infrastructure needs for technology projects throughout the District.

Conducts facilities needs assessment and correlates data for use in future planning.

Assists with the identification and acquisition of real property for new school facilities.

Assists the Director of Facilities in the acquisition and placement of portable classroom buildings for expansion related to class size reduction and student growth.

Conducts site analysis and selection of appropriate location of portable buildings.

Works with the Director of Facilities in the planning and implementation of temporary student housing during the modernization of school facilities.

Prepares and submits monthly reports outlining current status of projects and establishes milestones.

Assists the Director of Facilities in the development and maintenance of support material and project applications for the State School Building Program.

Assists the Director of Facilities in the preparation of environmental assessment documents for facilities projects for compliance with the California Environmental Quality Act (CEQA).

Researches, provides information and tracks progress with City and County Planning departments, State Department of Education, Division of State Architect, State Office of Public School Construction and other state and local Agencies.

Directs, monitors and evaluates the work of assigned personnel; makes recommendations for hiring, disciplinary and other work related actions.

OTHER DUTIES:

Performs related duties similar to the above in scope and function as required.

MINIMUM QUALIFICATIONS

KNOWLEDGE OF:

Building construction methods and materials; architectural and engineering procedures.

Cost analysis techniques and procedures for remodeling/reconstruction and new construction.

Design specifications and terminology used in the building trades.

Applicable codes, regulations and ordinances.

Environmental mandates and laws.

Various computer applications, such as spreadsheets, word processing and project management.

Principles and practices of management and supervision, including planning, organizing, assigning and reviewing work performance appraisal and discipline, and employee selection and development.

The tools materials and equipment used in building trades.

ABILITY TO:

Read and interpret construction plans, specifications, ordinances, codes and contracts.

Develop specifications for new and remodeling projects.

Research, interpret and apply a variety of technical information relating to the planning, construction and leasing of facilities.

Develop comprehensive cost estimates for construction and/or remodeling projects.

Consult with architects and engineers.

Confer with school officials regarding priorities and conflicts in the construction and/or remodel of facilities.

Plan, organize and develop facilities reports and make presentations to a wide variety of audiences, including the Board of Education.

Analyze situations accurately and develop an effective course of action.

Effectively communicate both orally and in writing.

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

Operate a variety of equipment including office equipment and shop equipment.

Maintain regular and consistent attendance.

EDUCATION AND EXPERIENCE:

Any combination equivalent to sufficient education, experience and/or training which demonstrates the knowledge and abilities listed above. Typically Incumbents will have extensive experience, which includes planning construction or reconstruction/remodeling projects.

LICENSES AND OTHER REQUIREMENTS:

A valid California Driver's license

WORKING CONDITIONS:**ENVIRONMENT:**

Indoor and outdoor work environment.

Regular exposure to fumes, dust, dirt, oil and grease.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information.

Dexterity of hands and fingers to operate a computer keyboard.

Seeing to inspect projects and read a variety of materials.

Sitting or standing for extended periods of time.

Walking to inspect projects.

Climbing ladders.

HAZARDS:

Working around and with machinery having moving parts.

Chemical fumes.

Working at heights.

Approved by Personnel Commission:

10/15/1997

Revised:

09/17/2008

Personnel Transaction Report

Consent Agenda Items
To Personnel Commission for Approval
Meeting Date: October 21, 2026

New Employment - Probationary				
Last Name	First Name	Job Class Description	Job Code	Effective Date
Jenkins	Marnie	Health Technician	B60	10/05/26
Raygoza	Nazly	Paraeducator I - Site	E67S	10/05/26
Reyes	Miranda	Paraeducator II	E68	09/22/26
Rock	Amanda	Paraeducator I - Site	E67S	10/05/26
Wheeler	Ervin	Paraeducator II	E68	09/22/26
Kenoss	Haven	Para- After School	E50	10/01/26
Avila	Robert	Warehouse Wkr/Delvry Drvr	J48	09/21/26
Padilla	Ashley	Paraeducator II	E68	09/22/26
Ponce	Silvia	Paraeducator II	E68	09/22/26
Palomar	Angel	Para- After School	E50	09/29/26
Vaca	Leopoldo	Para- After School	E50	10/07/26
Garcia	Nicole	Paraeducator I - TK	E67T	10/01/26
Galvan	Estefany	Erly Chldhd Incl Supp Spec	E23	10/12/26
Ramirez Vences	Marisol	Para- After School	E50	10/14/26
Johnson	Amber	Para- After School	E50	10/14/26
Probationary to Permanent				
Last Name	First Name	Job Class Description	Job Code	Effective Date
Flores	Yezenia	Child Nutr Mgr-Elementary	D38	10/13/26
Alfaro Carmen	Lesley	Paraeducator II	E68	10/02/26
Troncoso	Anahi	Paraeducator III	E69	10/14/26
Moreno	Alfredo	Campus Supervisor	S52	10/01/26
McBreen	Megan	Paraeducator II	E68	09/11/26
McKee	Sean	Paraeducator III	E69	09/24/26
Moreno	Adrian	Paraeducator II	E68	09/26/26
Basua	Melissa	Paraeducator II	E68	09/18/26
Izquierdo	Marcelina	Child Nutr Assist I	D63	09/18/26
Weil	Anna	Paraeducator II	E68	10/07/26
Segovia	Savannah	Paraeducator II	E68	10/10/26
Permanent to Probationary in Class				
Last Name	First Name	Job Class Description	Job Code	Effective Date
Chappell	Brandy	Child Nutr Mgr-Elementary	D38	10/02/26
Shauer	Morgan	Child Nutr Mgr-Elementary	D38	09/28/26
Appointment to Additional Probationary Position				
Last Name	First Name	Job Class Description	Job Code	Effective Date
Chavez	Aurora	Instructional Specialist - Family Literacy	E21	10/01/26
Ceja	Eliza	Paraeducator I-TK	E67TK	10/01/26
Naveiras	Isabella	Paraeducator II	E68	09/22/26
Overbaugh	Letisha	Paraeducator I-TK	E67TK	09/28/26

Separation from Service

Last Name	First Name	Job Class Description	Job Code	Effective Date
Fernandez	Jessica	Head Custodian I	F38	10/02/26
Galvan	Jose	Paraeducator II	E68	10/13/26
Garcia	Tatiana	Behavior Support Assistant	E43	10/09/26
Gonzalez	Dianne	Student Data Specialist II	C49	10/02/26
Limon Porter	Marina	Paraeducator II	E68	09/30/26
Reyes	Lupita	Child Devel Teacher	E38	10/02/26
Rodriguez	Janice	Paraeducator II	E68	10/02/26
Wheeler	Ervin	Paraeducator II	E68	10/08/26
Juarez	Alejandra	Associate	M42	10/16/26
Knight	Elizabeth	Para- After School	E50	10/02/26
Reynaga	Angelica	Para- After School	E50	09/30/26
Cerda	Denise	Elem School Srvs Asst	B59	09/18/26
Dixon	Judy	Custodian	F67	10/01/26
Skrzypek	Alyanna	Child Nutr Assist III	D61	09/09/26
Vargas	Alexandra	Paraeducator I - TK	E67T	09/11/26

Change of Status

Last Name	First Name	Job Class Description	Job Code	Effective Date / Details
Abundis	Candy	Paraeducator II	E68	9/16/26: Change in location Citrus Glen to Poinsettia; same classification; same timebase
Arroyo Munoz	Paloma	Paraeducator After School	E50	8/10/26: Voluntary Reducation in hours 17.5 hrs/wk to 14.25 hrs/wk; same classification; same location
Ceja	Eliza	Paraeducator After School	E50	10/1/26: Change in location/hours 22.75 hrs/wk @ ATLAS to 17 hrs/wk @ Poinsettia; same classification
Chappell	Brandy	Child Nutrition Mgr-Elementary	D38	10/2/26: Voluntary Demotion from Child Nutrition Mgr-Secondary @ PHS to Child Nutrition Mgr-Elementary @ Will Rogers
DaSilva	Luciana	Elementary School Srvc Asst.	B59	9/22/26: Reinstatement @ Sheridan Way
Delgadillo	Alicia	Elementary School Srvc Asst.	B59	10/15/26: Change in hours 8hrs/wk to 18hrs/wk; same classification; same location
Hernandez	Michelle	Custodian	F67	8/1/26: Voluntary change in scheduled hours
Hernandez	Ervey	Technology Specialist	C32	10/15/26: Change in hours 4hrs/day to 8hrs/day; same classification; same location
Leventhal	James	Custodian	F67	10/1/26:Remployment @ Anacapa
Lopez	Constance	Paraeducator	E68	10/7/26: Change in location/hours 28.75 hrs/wk @ ATLAS EIC to 31.50 hrs/wk @ BHS; same classification
Lopez	Xiomara	School Services Asst II	B72	10/15/26: Change in hours 6hrs/day to 8hrs/day; same classification; same location
Monterrosa	Joanna	Paraeducator II	E68	9/14/26: Change in location Mound to Citrus Glen; same timebase;same classification
Ponce	Michelle	Paraeducator II	E68	10/12/26: Change in location ATLAS EIC to BMS; same timebase; same classification
Tapia	Ilina	Paraeducator II	E68	10/8/26: Change in location ATLAS EIC to Loma Vista; same timebase; same classification

Leave of Absence

Last Name	First Name	Job Class Description	Job Code	Effective Date / Details
Alfaro Carmen	Lesley	Paraeducator II/Para After School	E68/E50	10/19/26-11/20/26 Paid Parental/Bonding Leave
Medina	Jorge	Trades Maintenance Worker II	F59	09/21/26-10/30/26 Paid Parental/Bonding Leave
Wells	Jaclyn	Paraeducator III	E69	10/13/26-12/31/26 Unpaid leave

Working Out of Class Assignment Report

Working Out of Class for Vacant Position

Last Name	First Name	Job Class	Job Code	Month	Dates of Coverage
Holmes	Kali	After School Paraeducator Liaison	E48	August	12-14;17-21;24-28;31
Hernandez	Maria	Child Nutr Assist III	D61	September	1-4;8-11;14-18;22-25;28-31
Hernandez Baltazar	Ulises	Child Nutr Mgr-Elementary	D38	September	2-4;8-11;28
Holmes	Kali	After School Paraeducator Liaison	E48	September	1-2;4;8-11;14-18;22-25;28-30
Marquez	Raquel	Child Nutr Mgr-Elementary	D38	September	1;7-11;14-18;22-30
Salazar Gutierrez	Carmen Juliana	Child Nutr Mgr-Elementary	D38	September	1-4;8-11;14-18;22-25;28-29
Salazar Gutierrez	Carmen Juliana	Child Nutr Mgr-Secondary	D36	September	30

Coverage for Absent Employee Due to Employee Working Out of Class

Last Name	First Name	Job Class	Job Code	Month	Dates of Coverage
Bell	Yukari	Child Nutr Assist III	D61	September	1-4;28
Diaz	Nicte-ha	Child Nutr Assist III	D61	September	4
Lee	Kanya	Child Nutr Assist III	D61	September	4;8-11;14-18;22
Sweatt	Charles	Head Custodian II	F37	September	10-11;24
Walker	Casey	Head Custodian II	F37	September	1-4;7;9;14-17;21-22;24-25;28-30

Coverage for Employee on Leave of Absence

Last Name	First Name	Job Class	Job Code	Month	Dates of Coverage
Bustos	Thomas	After School Paraeducator Liaison	E48	September	1-4;8-11;14-18;22-25;28-30
Carrillo	Amanda	Child Nutr Assist II	D62	September	1-4;8-11;15-18;22-25;28-30
Kaplish	Michael	Grounds Maintenance Worker I	F66	September	21-25;28-30
Marquez	Cira	Child Developmt Site Leader	E25	September	1-4;8-11;14-18;22-25;28-30
Murillo	Maya	Administrative Specialist	B50	September	8-11;14-18;21-25;28-30
Neel	Ariadna	Child Developmt Site Leader	E25	September	1-4;8-11;14-15

Limited Term Assignment/Extra Help

Last Name	First Name	Job Class	Job Code	Month	Dates of Coverage
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Other Reasons

Last Name	First Name	Job Class	Job Code	Month	Dates of Coverage
Alhadad	Hadeel	Child Nutr Mgr-Elementary	D38	September	1-4
Alvarez	Heather	Child Nutr Mgr-Elementary	D38	September	15
Crites	Regina	Child Nutr Mgr-Elementary	D38	September	25
Davis	Michael	Warehouse Supervisor	J06	September	11
Kaiser	Karen	Child Nutr Mgr-Secondary	D36	September	4
Leventhal	Crystal	Child Nutr Mgr-Elementary	D38	September	4;8-11;14-18;22
Longines	Carmen	Child Nutr Mgr-Elementary	D38	September	1
Morales	Raymond	Painter	F51	September	1-4;7;9-11;14-18;21-25;28-30