

## 2025-26 STAFFING BULLETIN #21 Correction

**Teachers applying for positions with special qualifications must provide proof of qualification at time of application.**

Teachers interested in the following positions must state their intent by emailing a list of positions in priority order to [tfrechette@sd70.bc.ca](mailto:tfrechette@sd70.bc.ca) Please use Posting #s to identify the position(s) you are applying for. A confirmation email will be returned.

The closing date for this posting is 10:00 am, April 10, 2026. **Teachers must prioritize their references where more than one posting is requested.**

The following positions have been awarded from Staffing Bulletin 20:

Posting #	Location	FTE	Position	Term	Awarded
1	MES	0.2	Remedy K-7, PE Grade 5 (Thursdays)	TROT	L. Seabrook
2	UES	0.408	Grade 4/5	TROT	H. Davis
3	WCS	0.6	IST <sup>*1</sup>	TROT	

**FOR SPECIFIC DETAILS REGARDING THESE POSITIONS, PLEASE DIRECT INQUIRIES TO THE “CONTACT PERSON” LISTED BELOW:**

Posting #	Location	FTE	Position	Term	Contact
1	SS	1.0	School Psychologist <sup>*1</sup> <i>*this position is open to internal and external candidates at this time regardless of seniority</i>	Cont.	M. Bennett
2		1.0	Speech Language Pathologist <sup>*2</sup> <i>*this position is open to internal and external candidates at this time regardless of seniority</i>	Cont.	
3	ADSS	0.125	Foods (D Block)	2025-26	C. McAulay
4	AES	0.0922	Remedy (Wednesday PM)	2025-26	R. Souther
5	USS	0.286	Indigenous Support Teacher <sup>*3</sup>	TROT	D. Ryan
6	WCS	0.6	IST <sup>*4</sup>	TROT	D. Stone
7	WES	0.8	Grade 1/2	TROT	D. Homan

**\*1 SCHOOL PSYCHOLOGIST**

The Pacific Rim School District, 70, covers much of Central Vancouver Island’s rugged, picturesque West Coast and serves a regional population of approximately 31,000 residing in the communities of Port Alberni, Tofino, Ucluelet, Bamfield and other remote communities. The

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district is home to 4300 students, 36% of whom are of Indigenous Ancestry, in two neighborhood secondary schools, eight elementary schools, and one K-12 school. The district is committed to all student successes and has strong connections to early learning and community wellness and mental health support, as well as the region's two major post-secondary institutions. We invite applications for the position of: School Psychologist from dedicated and enthusiastic professional educators.

### Qualifications:

- A Masters degree in school/educational psychology or a related field with a focus on school psychology and Bachelor of Education.
- Registration by May 1, 2024, in the College of Psychologists of British Columbia (CPBC), with special training in school psychology.
- Coursework, training, and ability to administer and interpret be qualified to administer and interpret up to and including Level C educational, psychological, and behavioural assessments.
- Experience working in the education system, with knowledge of current instruction strategies, interventions, training in psychometric theory and principles.
- Experience developing effective recommendations to assist teachers and parents in working with students who experience challenges in the school setting.

### Duties:

- establishing liaison and transitions with preschool and post-secondary services in the community which provide programs for students with special needs.
- providing advice to assist in program planning for students including Individual Education Plans, Individual Behaviour Plans, recommended personnel and resources.
- assisting in accessing community support and services for students.
- providing knowledge of district wide programs and Inclusion resources
- overseeing programming and placement in specialized programs in the district
- providing in-service for all staff and administration on issues related to inclusion.
- providing assessment, diagnostic and interpretive services
- providing professional input regarding identification and placement of students with diverse needs
- promoting system wide changes that enhance the achievement of all students.
- identifying students for funding
- promoting early intervention and proactive teaching practices
- coaching teachers on exemplary instructional practices
- promoting collaborative team approach to increase more active teaching and learning competencies.
- Working as a part of a district team to deliver supports to staff groups in schools

### Skills:

- demonstrate current knowledge of Ministry of Education, Special Education policies and procedures.
- have excellent communication and interpersonal skills.
- demonstrate ability in consulting with teachers, parents, students and community agencies regarding the nature of students' strengths and needs, their educational implications and ways to enhance learning and interpersonal relations.
- demonstrate ability in collaborating with school-based and/or district personnel to gather classroom-based data, design or implement instructional strategies, and design and implement behaviour management interventions.
- demonstrate leadership and ability in working with School Based Teams, multi-disciplinary teams and community care teams.
- demonstrate ability to assist in the development of IEPs for referred students.
- demonstrated ability in forming excellent working relationships with a variety of colleagues.
- experience and demonstrated skill in designing and presenting in-service in the area of special education and, specifically in the area of assessment.
- assessment and counselling experience with elementary, middle and secondary students.
- training or willing to be trained in the Programs that focus on positive decision making, conflict resolution, anger management strategies, and collaborative problem solving.
- experience working collaboratively in classrooms with teachers to develop classroom-based behaviour and management plans for students with behavioural concerns.
  
- experience providing liaison with external agencies, schools, and home for children in need of social, emotional and behavioural support.

### **\*2 SPEECH LANGUAGE PATHOLOGIST**

The Speech Language Pathologist works as a member of school-based teams, problem solving and assisting schools to provide tiered services for students. Service is primarily focused on elementary students and the early years. The Speech Language Pathologists also plans and oversees the work of Communication Disorder Assistants (CDA)

The Speech Language Pathologist is a part of the district Student Services Department and collaborates to plan for the provision of effective non-categorical services to diverse students in the district.

### Duties:

- Collaborate and consult with members of School Based Teams at assigned schools.
- Liaise with teachers and paraprofessionals to plan, implement and coach tier 1 strategies.
- Support student's communication skill development in small group settings.
- Provide direct support to students with intensive speech/language delays or disorders.
- Conduct formal and informal assessment as required, including district-wide Kindergarten screening.

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- Work as a member of the Student Services department to enhance services and collaborate on evolving practices in district services.
- Provide training to Education Assistants and School teams on professional development days
- Adhere to codes of professional practice both for Speech Language Pathologists and the partnership with SLP As.
- Work collaboratively and communicate effectively with staff, students, parents and outside agencies as appropriate.

### Qualifications:

- Experience working with students in pre-school and K through 12
- Experience working with students having complex needs in an educational setting
- A thorough knowledge of augmentative and alternative communication (AAC) systems
- Master's Degree in Speech Language Pathology
- Eligibility for registration or current membership with the College of Speech and Hearing Health Professionals of British Columbia (CSHBC)

### **\*3 INDIGENOUS SUPPORT TEACHER**

The Indigenous Support Teacher plays a key role in promoting the success of Indigenous students by fostering an inclusive learning environment, incorporating Indigenous perspectives into the curriculum, and supporting students' academic, social, and cultural needs. This role involves working collaboratively with students, families, educators, and community partners to enhance Indigenous education and student achievement.

### Responsibilities

- Provide academic and cultural support to Indigenous students.
- Advocate for Indigenous students within the school system
- Identify and address barriers affecting Indigenous students' learning and well-being
- Foster a sense of belonging by promoting Indigenous identity and pride
- Integrate Indigenous knowledge, perspectives, and teachings into the curriculum.
- Develop culturally responsive teaching strategies.
- Work closely with the schools ISW to support home communication
- Engage with Indigenous families to support student learning and well-being, discuss success and needs of Indigenous students and opportunities that may be available
- Develop and coordinate partnerships with Indigenous organizations and community resources.
- Support organization of cultural events, ceremonies, and land-based learning experiences.
- Willingness to meet in community with families
- Collaborate with classroom teachers and other specialist teachers to advise, plan and assist in the teaching of diverse students promoting inclusion in all educational settings
- Creating and maintaining learning plans for Indigenous students
- Direct involvement in Indicators of Success

### Qualifications

- A Bachelor of Education
- Successful classroom teaching experience
- Thorough understanding of local Indigenous Communities and the needs of students and parents in those communities
- Trauma informed and culturally responsive teaching practice
- Knowledge of and experience with implementing the First Peoples Principles of Learning
- Strong interpersonal and relationship-building skills.
- Knowledge of local rights holders and their protocols
- Cultural humility and a commitment to lifelong learning
- Ability to work collaboratively in a school and community setting.
- Effective communication and problem-solving skills.
- Passion for Indigenous education and student success.

### **\*4 INCLUSION SUPPORT TEACHER**

The Inclusion Support Teacher provides a continuum of school-based services, working in collaboration with classroom teachers and school-based teams to assess, implement and monitor suitable interventions and services for students with diverse learning needs. The IST also works in collaboration with other school and district specialist teachers in an Integrated Resource Teacher Model

The IST is engaged in a collaborative decision-making process; assessing the students' strengths as a learner, assessment of the learning environment, analysis of the instructional content and techniques and the strategic selection of intervention strategies that provide opportunities for success.

The role includes case management for students meeting ministry of education criteria for specialized services; ensuring appropriate documentation and programming are in place, ongoing consultation with parents, school and district staff to provide a high level of services to identified students in multiple school settings.

The person in this position will have a comprehensive knowledge of excellent classroom and inclusive education practices and be familiar with current BC Ministry of Education Legislation and Policies.

### Responsibilities

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- Collaborate with classroom teachers and other specialist teachers to assess, plan and assist in the teaching of diverse students promoting the principals of inclusion in all educational settings.
- Use systematic observation and collection of behavioural data to establish an understanding of the student's strengths, the learning environment, and student functioning in multiple domains
- Administer and interpret a range of informal curriculum based and functional assessments
- Administer and interpret a range of formal testing instruments level A, B (C highly desirable)
- Analyse instruction content and techniques
- Using a Tiered approach collaborate to implement strategic learning scaffolds that address priority learning needs.
- Work in close partnership with parents regarding learning strategies and organizational skills, and to establish effective partnerships towards shared understanding and goals
- Coordinate School Based Teams
- Liaise with outside agencies to organize support for students
- Assist with the designation of students and provide case-management services
- Provide in-service to teachers and paraprofessionals on best strategies including the use of technologies to promote student success

### **Qualifications**

- Successful classroom teaching experience with diverse populations
- Comprehensive knowledge of current topics and research in special education
- A broad knowledge of diagnostic curriculum based and norm referenced assessments used in the identification and instructional support planning for students with learning, physical, emotional and neurological needs.
- Certification in B level testing and interpreting C level testing
- Demonstrated ability to work cooperatively and constructively with diverse teams and families facing challenges
- A professional teaching certificate and eligible for membership in the TRB
- A two-year diploma in special education (VIU or equivalent)