

2026-27 STAFFING BULLETIN #2 - Correction #2

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 hr@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 2:00pm, Sept 16, 2026. **Teachers must prioritize their references where more than one posting is requested.**

THE FOLLOWING TEACHERS IN ORDER OF SENIORITY HAVE VOLUNTEERED TO BE SURPLUS, HAVE BEEN DECLARED SURPLUS OR HAVE BECOME SURPLUS PURSUANT TO ARTICLES E.21 AND C.5 OF THE COLLECTIVE AGREEMENT:

Name	Aggregate 2026-27	FTE Surplus	FTE Entitlement	Comments
MacInnis, Lana	88.21	0.5	0.5	
Woodfin, Nikole	77.21	0.1	0.1	
Maschak, Alysia	52	1.0	1.0	
Bodaly, Kathleen	47.579	0.45	0.45	
Davis, Carla	41.474	1.0	1.0	
Lazzeratto, Carmen	29	0.571	0.571	

The following positions have been awarded from Staffing Bulletin 1:

Posting #	Location	FTE	Position	Term	Awarded
1	District	1.0	District Inclusion Resource Teacher ^{*1}	2026-27	
2		0.5	School Counsellor ^{*2} – West Coast	TROT	
3		0.5	Speech and Language Pathologist ^{*3} – West Coast	2026-27	
4	ADSS	1.0	<u>Video Media 10/12, Hum 8, SS9, Photo 10-12 (Semester 1)</u> <u>Photo 10-12, Hum8, Eng9, Prep (Semester 2)</u>	<u>TROT</u>	<u>K. Holm</u>
5		0.5	Indigenous Support Teacher ^{*4} (Afternoons)	TROT	A. Pohar
6		0.857	Lit10, 2D Art, Fine Arts8, CLE10 (Semester 1) New Media11, Fine Arts 8 (Semester 2)	TROT	B. Gerwing
7	AES	0.2	Grade 1 French Immersion (not combinable with #8)	TROT	L. Ivezich
8		0.15	Grade 5 French Immersion (Monday and Tuesday)	TROT	E. McGibbon
9		0.5	Grade 5/6	TROT	E. McGibbon

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10		0.5	Grade 6/7 (Tuesday – Friday)	TROT	L. Ivezich
11	BCS	0.27	Indigenous Support Teacher *4	2026-27	A. Hann
12	DES	1.0	Grade 1/2	TROT	J. Willans
13	EALC	1.0	Competency Centered Cohort Teacher *5 (Physical and Mental Health Wellness focus)	TROT	E. O’Gorman
14	KFDC	1.0	Teacher/Advisor K-12*6	2026-27	Rescind
15	MES	1.0	PE, Music	TROT	S. Stefiuk
16	TES	0.053	PE	TROT	E. Vanderlee
17		1.0	Kindergarten	TROT	J. Biggemann
18	UES	0.2	Kindergarten (Wednesdays)	TROT	R. Venuto
19	USS	1.0	Indigenous Support Teacher *4, Creative Writing 11/12, English 9, and English First Peoples 11	TROT	J. Huber
20	WCS	0.5	Grade 2	TROT	Rescind
21	WES	1.0	Grade 1/2	TROT	J. Gill

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

Posting #	Location	FTE	Position	Term	Contact
1	District	1.0	District Inclusion Resource Teacher*1	2026-27	M. Bennett
2		0.5	School Counsellor*2 – West Coast	TROT	
3		0.5	Speech and Language Pathologist *3– West Coast	2026-27	
<u>4</u>	<u>AES</u>	<u>1.0</u>	<u>Grade 3 & ELL *4</u>	<u>TROT</u>	<u>R. Souther</u>
5	KFDC	1.0	Teacher/Advisor K-12*5	2026-27	D. Maher
6	<u>MES</u>	1.0	Grade 4	TROT	<u>S. Brown</u>
<u>7</u>		<u>0.11</u>	<u>PE (Tuesdays)</u>	<u>TROT</u>	
<u>8</u>		<u>0.20</u>	<u>Grade 3&4 (Wednesdays)</u>	<u>TROT</u>	

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*1 DISTRICT RESOURCE TEACHER INCLUSION SUPPORT

The District Inclusive Education Resource Teacher works as part of the District Student Services Team to support the implementation of district programs and services at schools. The role includes participation in Student Services district planning, consultation, mentoring and training of Inclusive Education Teachers, Education Assistants, and the coordinating of district services with other professionals.

The District Inclusive Education Resource teacher works to lead current and future district initiatives aimed at building an understanding of effective Inclusive Teacher practices and learner-centered environments to support diverse learners. They do so by facilitating professional learning opportunities, working side by side with teachers (classroom, Inclusion Support Teachers, Learning Assistance) as instructional coaches, and supporting Integrated Case Management teams for students with complex needs.

The person in this position will have comprehensive knowledge of current research and directions in Inclusive Education as well as BC Ministry of Education Legislation and Policies and how they best translate into excellent district practices.

Duties:

- Promote meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- Collaborate with teachers and learning support teachers to demonstrate how diverse learners can be considered in classroom programming and instruction aimed at all learners within the context of BC's redesigned curriculum.
- Support schools to use evidence-based practices, instructional and behavioural data, research, and professional knowledge to inform practice and improve learning outcomes for students with exceptionalities.
- Use principles of **Universal Design for Learning** in the development of all plans and programs.
- Use, and demonstrate how to use, principles of **Response to Intervention** to determine appropriate levels of support and intervention provided within classroom and school communities.
- Collaborate with multi-disciplinary teams, general and special education colleagues and with colleagues from other agencies to improve services and outcomes for individuals with exceptionalities.
- Provide mentorship to new or nearly new school-based Inclusion Support Teachers.
- Work as a member of the **District Learning Services Team** to promote and deliver professional development for the purpose of continuous improvement of professional performance for general and special education teachers and educational assistants.
- Provide hands-on support to teach and model specific learning/teaching strategies with individual students, groups of students and/or whole classes.
- Promote the development of student independence using a variety of strategies that include the demonstration of prompt fading to increase student independence.
- Assisting in district screening for designation and reporting of students in Ministry defined categories; ensuring files meet district and ministry standards
- Participating in the development of district procedures and practices related to students with diverse needs
- Assisting with planning and delivering staff development programs for support-staff working with students who have unique needs
- Monitoring progress of students with complex profiles, in partnership with school and district staff
- Attending and mentoring school-based teams, facilitating resource allocation and services to schools and students
- Facilitation in District Partner role for Provincial Resource Programs designed to provide coordinated services for children and youth
- Liaising with pre-school and post-secondary services in the district and community which provide programs for students with diverse needs
- Writing professional reports; educational and risk assessment reports, meeting and planning reports etc.

Qualifications:

- Graduate Level qualifications in Inclusive/Special Education (Master's degree or Inclusive Education Post-Degree Diploma) including a valid BC Teaching Certificate
- Qualified to administer and interpret B testing
- 3-5 years' experience as an Inclusion Support Teacher with demonstrated competencies in planning and implementation of programs diverse student needs, including students with complex developmental and behavioral challenges across K-12 system.
- Comprehensive knowledge of current topics and research in Inclusive Education and their best application to practices in schools
- Experience in building successful inclusive learning environments
- Demonstrated excellent consultation, communication, and problem-solving skills
- Proven ability to co-ordinate, develop and facilitate staff development opportunities
- Extensive experience in writing IEPs, FBA, ISPT, Behavioral Support Plans, Safety Plans and implementing adaptive technologies for students with diverse needs
- A broad knowledge of diagnostic curriculum-based and norm-reference assessments used in the identification and instructional support planning.
- Demonstrated success training and mentoring educators
- Ability to work cooperatively and constructively with challenging teams and families in distress.

*2 SCHOOL COUNSELLOR

School counsellors provide a continuum of preventative, developmental, remedial, and intervention service and programs and facilitate referral to community resources. The role includes counselling, school-based consultation, co-ordination and education.

Responsibilities:

- Provide individual, group and class work as both intervention and prevention service-face to face and possibly virtually.
- Promote personal and social development appropriate to developmental stages.

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- Counsel students, families and the community to foster growth in students' self-esteem, individual responsibility and in skills such as decision making and social skills.
- Ameliorate factors which may precipitate problems for students.
- Enhance students' educational achievement through goal setting, assisting with the development of Portfolios, IEPs and activities such as the promotion of effective work and study habits.
- Provide appropriate interventions to assist students with school-related problems and issues.
- Provide direct instruction to student in areas such as peer helping, conflict resolution, social skills, and life skills.
- As an active member of the schools' School Based Teams, assist with access to and coordination of school, district, and other community services for students. Including information gathering, case management, referral and liaison among home, school and community.
- Knowledge of practical strategies to implement in the classroom to foster resilient learners and create a Trauma Sensitive Classroom
- Strategies to identify emotional and behavioural difficulties early – to understand obstacles to learning.
- Excellent written and oral communication skills an asset
- Evidence of personal initiative and strong work ethic
- Willingness to be involved in professional development with an ongoing commitment to learn and implement new methodologies and strategies.
- Demonstrated ability to work collaboratively with students, parents and staff to enhance the school as a learning community.

Qualifications:

- A professional teaching certificate.
- A master's degree recognised by the College of Teachers in counselling psychology or a related discipline with a focus in counselling.
- BC Valid Drivers License
- Successful experience working with a variety of learners with learning/behavioural and emotional difficulties and other special needs designated students would be an asset.
- Training in non-violent crisis intervention – has taken non-Violent Crisis Intervention Training or Crisis Prevention and Intervention Training

***3 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.
- 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)

***4 ENGLISH LANGUAGE LEARNING SPECIALIST**

The English Language Learning Specialist works in collaboration with teachers and school resource teams at the school to support planning and delivery of services for English Language Learners.

The role includes case management of students meeting BC Ministry of Education criteria for English Language Learners, ensuring appropriate documentation and learning supports are in place, consultation with parents, school and district staff to provide a high level of services to students in inclusive settings.

The person in this position will have a comprehensive knowledge and experience of implementing excellent practices as they relate to students who have English as a second dialect or language, of evidence based classroom and inclusive education practices and be familiar with current BC Ministry of Education Legislation and Policies.

Responsibilities

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- Plan for social and academic language competence
- Assist to create a school culture where an individual's first language and cultural heritage is valued
- Work with teachers in identifying resources that reflect students' own history, literature and culture.
- Facilitate strong working partnerships with parents and encourage active participation in their child's learning process
- Collaborate to implement practices that reflect current research with regard to effective practices in both ESL and ESD
- Appropriate assessment of students in speaking, listening, reading and writing both in terms of language performance and classroom functioning of the learner
- Planning for the development of basic language and content skills in academic subject areas
- Identifying other possible needs for services in addition to ELL (e.g. support services for special needs, counselling, services of a community worker, etc.)
- Collaborating with other professionals to monitor student progress
- Ensure reporting and services are in compliance with Ministry of Education eligibility criteria.

Qualifications

- Successful classroom teaching experience in the regular classroom including ELL students.
- Course-work or a diploma in ELL teaching covering a combination of the following areas:
 - Methodology and appropriate approaches for teaching ELL
 - Applied linguistics
 - First and second/additional language acquisition/learning
 - Cross cultural assessment/testing theory and practice
 - Cross cultural understanding, sensitization and strategy training or coursework
 - Multicultural studies
 - Adapting instruction to meet the diverse language needs of students

***5 KACKAAMIN TEACHER-ADVISOR K-12 POSITION**

Job Description:

Pacific Rim School District (70), in partnership with the Kackaamin Family Development Centre (KFDC), is seeking a full-time K–12 teacher to work as an integral member of the multidisciplinary Kackaamin team. The successful candidate MUST have a demonstrated ability to teach, plan and assess action based, competency centered learning; particularly in secondary maths and sciences (specifically Environmental Science 11-12), Physical Health and Education, Contemporary Indigenous Studies, Graphic and 2D Art, and Outdoor Education. The candidate must have experience in both elementary and secondary teaching environments and must have coursework-training-experience in sexual assault prevention and recovery, and drug addiction awareness.

The successful candidate will work with children, youth and families participating in Kackaamin programming, including students who may have experienced significant barriers to educational success. The teacher will provide flexible, relationship-based educational programming that recognizes the importance of family, culture, identity, community, land and wellness in supporting student learning.

This position requires an educator who can successfully work across elementary and secondary grade levels and who has demonstrated expertise in trauma-informed, land-based, action-based and competency-centred learning.

A significant component of the position will be the development of educational programming related to lands, waters, environmental sciences and Nuuchah-Nulth ways of being, providing students with meaningful learning experiences that connect BC school curriculum with land-based projects and opportunities.

The successful candidate will demonstrate experience and cultural humility in working with Indigenous children, youth, families, Elders, Knowledge Keepers and communities.

Experience living, teaching or working in remote Indigenous communities is strongly preferred, with preference given to experience within Nuuchah-nulth communities and territories.

The teacher must demonstrate an understanding that land-based Indigenous education is more than outdoor education. Programming should recognize relationships among land, water, language, culture, family, community, identity and Indigenous Ways of Knowing and Being.

The successful candidate will:

- Demonstrate a willingness to learn from and work respectfully with Nuuchah-nulth Nations, Elders, Knowledge Keepers, families and community members.
- Understand the continuing impacts of colonization, residential schools, intergenerational trauma and systemic barriers on Indigenous children, youth and families.
- Practice Indigenous cultural safety and cultural humility.
- Respect local cultural protocols and community expectations.
- Participate respectfully in cultural activities and ceremonies, both on and off site, when invited and appropriate.
- Work collaboratively rather than positioning the teacher as the holder of cultural knowledge.
- Support opportunities for local Indigenous knowledge, language, histories, land relationships and cultural practices to inform educational programming.

Teaching Responsibilities

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The successful candidate will plan, teach, assess and document learning for students from Kindergarten through Grade 12.

The instructional program will emphasize competency-centred, cross-curricular and action-based learning, allowing students to demonstrate curricular competencies through meaningful activities rather than relying exclusively on conventional classroom instruction.

At the elementary level, the teacher will develop developmentally appropriate play-based and land-based learning experiences that integrate literacy, numeracy, science, physical activity, creative expression, social-emotional learning and Indigenous Ways of Knowing.

At the secondary level, the teacher will develop interdisciplinary learning experiences that allow students to earn graduation credits while engaging in practical projects, field experiences and community-based learning.

The teacher will demonstrate the ability to teach or integrate courses including:

- Science 10
- Environmental Science 11
- Earth Sciences 11
- Science for Citizens 11
- Life Sciences 11
- BC First Peoples 12
- Contemporary Indigenous Studies 12
- English First Peoples 10–12
- Workplace Mathematics 10–11
- Physical and Health Education 10
- Active Living 11–12
- Outdoor Education 11-12
- Foods and Nutrition 10–12
- Career-Life Education 10
-

Preference will be given to applicants who have demonstrated experience, education or professional knowledge related to lands and natural resources.

Required Qualifications:

Applicants must possess:

- A valid British Columbia Teaching Certificate or eligibility for certification.
- Demonstrated successful experience teaching both elementary and/or secondary students, with experience across multiple grade levels considered a significant asset.
- Demonstrated ability to teach through competency-centred, action-based and experiential approaches.
- Demonstrated experience developing land-based learning programming.
- Demonstrated knowledge and application of trauma-informed educational practice.
- Demonstrated ability to develop play-based learning programming, particularly for elementary-aged children.
- Experience working with Indigenous students, families and communities.
- Demonstrated understanding of Indigenous cultural safety and cultural humility.
- Demonstrated understanding of the impacts of residential schools, colonization and intergenerational trauma.
- Ability to integrate Indigenous Ways of Knowing and Being respectfully into educational programming in collaboration with appropriate local knowledge holders.
- Demonstrated ability to teach diverse and multi-grade groups.
- Demonstrated capacity to teach secondary science and/or environmental education.
- Ability to work effectively as part of a multidisciplinary team.
- Ability to develop individualized and flexible learning programs.
- Ability to safely supervise students in outdoor and community environments.
- A valid BC Driver's License.

Strongly Preferred Qualifications and Experience:

Preference may be given to candidates possessing several of the following:

- Teaching or professional experience in remote Indigenous communities.
- Teaching or professional experience within Nuu-chah-nulth communities and territories.
- Established experience developing relationships with Indigenous Elders, Knowledge Keepers, Guardians, lands departments and community organizations.
- Academic background or professional experience in Environmental Science
- Experience with Indigenous Guardians or land and resource stewardship programs.

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- Experience with marine, coastal, forest, river and watershed environments.
- Experience coordinating field trips and outdoor programs using established risk-management procedures.