

Pacific Rim School District

**PLEASE
POST**

YEAR END STAFFING BULLETIN #8

This bulletin is designed to provide all staff with the current status of staffing for September 2026. Year End Staffing Bulletins can also be accessed at (www.sd70.bc.ca).

Please note:

Only teachers with continuing status are eligible to apply for vacancies posted during May. Commencing the first posting in June, all teachers are eligible to apply for all vacancies.

THE FOLLOWING TEACHERS IN ORDER OF SENIORITY HAVE VOLUNTEERED TO BE SURPLUS, HAVE BEEN DECLARED SURPLUS OR HAVE BECOME SURPLUS PURUSANT TO ARTICLES E.21 AND C.20 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	
Mclver, Miranda	40.211	0.08	0.88	0.8 WCS
Lazzeratto, Carmen	29	0.571	0.571	

YEB #7 POSITIONS AWARDED:

The following positions have been awarded from Year End Staffing Bulletin 5:

Posting #	Location	FTE	Position	Term	Awarded
1	DES	.13	ELL ²	2026-27	
2	HES	1.0	Inclusion Support Teacher* ¹	2026-27	
3	TES	.32	Grade 5/6 (combinable with #4)	TROT	S. Chase
4		.68	Grade 3/4, Grade 6/7 & PE (combinable with #3)	TROT	S. Chase

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.

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

The closing date for this posting is 12:00pm June 24, 2026. **Teachers must prioritize their preferences where more than one posting is requested.**

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

Posting #	Location	FTE	Position	Term	Contact
1	AES	.30	Grade 6/7	2026-27	R. Souther
2	DES	.13	ELL ²	2026-27	D. Olson
3	HES	1.0	Inclusion Support Teacher* ¹	2026-27	S. Brown
4	TES	.68	Grade 3/4, Grade 6/7 & PE	TROT	M. Girard

***1 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

- 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 organisational skills, and to establish effective partnerships towards shared understanding and goals
- Coordinate School Based Teams
- Liaise with outside agencies to organise 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)

***2 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

- 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