



District Principal – Inclusive Schooling

The District

If you are looking for your next opportunity to lead, we are seeking a dedicated professional for the position of District Principal – Indigenous Education, effective August 18, 2025.

School District #87 Stikine serves students and their families in four schools in the rural, remote northern communities of [Atlin](#), [Dease Lake](#), [Lower Post](#), and [Telegraph Creek](#); as well as supporting students from the community of [Iskut](#). Our district enrollment is stable, with 190 FTE students, of which, 80% are of First Nations ancestry.

The needs and interests of learners are diverse. Meeting those needs and interests is the Stikine Board of Education's highest priority, as guided by the District's 2022-2026 [Strategic Plan](#).

We are deeply committed to supporting the implementation of local and provincial curriculum; innovative and effective assessment and reporting practices; and ongoing professional learning. We are focused on high-quality pedagogy and the inclusion of all learners. At the heart of all our efforts is learner success, fostered through initiative, creativity, motivation and the shared values and vision of the local Nations, communities, staff and District partners. We believe that:

- ✓ Learning recognizes the role of Indigenous knowledge.
- ✓ Learning is connected to the land, culture and people.
- ✓ Learning involves developing relationships, respecting distinct cultures and honouring the perspectives of others in our community.
- ✓ Learning addresses the unique needs of all learners.
- ✓ Learning demands excellent teaching, planning and assessment skills.

Both provincial and local data indicate vulnerability factors in a high proportion of the student population. The complexity and diversity of student needs, combined with the wide geographic dispersion of the schools that serve them, is a defining challenge/opportunity of the position.



We are honoured to serve learners in the territories of the Tăltăn, Kaska and Taku River Tlingit First Nations.

The Board of Education envisions strong and sustainable partnerships between the three Nations we serve to create and maintain proud, successful, culturally vibrant communities where children and youth are engaged in lifelong learning. Our objective as a School District is to utilize a wholistic approach that enhances the learning success of all learners; protects and strengthens their unique cultural identity; and supports the wellness of the whole child.



The Position

Reporting directly to the Superintendent of Schools, The District Principal – Inclusive Schooling (DPIS) provides key leadership across the entire district to support students with disabilities or diverse abilities. The position is responsible for leading and promoting inclusion, equity, individualized supports for students, safe schools and the provision of leadership for school-based staff.

The DPIS will be an advocate for all learners within the system and will lead innovative literacy and learner achievement initiatives.

The District Principal's primary responsibility will be to support the leadership and oversight of inclusive education. This position is responsible for implementing and managing inclusive education programs and services that address the needs of diverse learners, including those in all categories of Ministry designations. The DPIS will work closely with school-based, itinerant staff and contractors, ensuring effective delivery of inclusive education services. The DPIS supports the successful implementation of the District Strategic Plan.

Collaborating with District leadership and school teams, the DPIS is foundational to providing equitable opportunities for children and youth (K-12) to become confident and courageous learners.

A detailed Job Description is available, with highlights including:

- Conducting a variety of assessments, including classroom observation, administration and interpretation of norm-referenced assessment instruments, Level B assessments and curriculum-based assessments.
- Building relationships and works collaboratively with Principals, Learner Support Teacher (LSTs), all service delivery partners and parents/guardians.
- Supporting initiatives to dismantle systemic barriers, address Indigenous-specific racism, and foster anti-racist practices in schools and district programs.
- Engaging with Indigenous communities, families and rightsholders to develop, implement, and evaluate the district's accessibility plan.
- Provides leadership in the allocation of CUPE support staff within the district.
- Assesses the need for, and locates specialist resource personnel, such as, school psychologists, physical therapists, occupational therapists, speech and language pathologists and others.
- Ensures that assessment referrals are complete and accurate

Salary and Benefits

This is an exempt position with a competitive salary range of \$148,258 - \$164,731. Complementing the salary is a generous benefit package, including a relocation allowance; annual personal travel allowances (employee and dependents); health benefits; vacation; pension; and modern accommodation at a very reasonable rent.



Application Submission

Candidates are to apply with a cover letter describing their interest and qualities relevant to the position, along with a complete resumé detailing education skills and experiences. Please include the names of three professional references familiar with your professional performance.

Completed applications are to be emailed by **3:00 PM PDT, April 11, 2025, to:**

Marty Leach, Superintendent at
Marty.Leach@sd87.bc.ca

Education, Qualities, Skills and Experience

Applications are invited from resolute and enthusiastic educators who are committed to Indigenous education, equity and student success. Candidates must possess:

- A valid BC teaching certificate or eligibility for certification with the BC Teacher Regulation Branch.
- A master's degree in an appropriate field, or a willingness to obtain same.
- Extensive experience working with students with disabilities and diverse abilities and families.
- A strong knowledge and understanding of Indigenous culture, history, language and Indigenous Principles of Learning.
- Skills for building strong, meaningful relationships with parents and partners.
- Extensive knowledge and understanding in the areas of inclusive education, with a commitment to student achievement and developing inclusive learning environments.
- Comprehensive knowledge of special education/inclusive education practices, current B.C. curriculum, legislation, BC Inclusive Education Resources, educational research, issues, and trends.
- An unwavering belief that each learner can reach their potential and achieve at a high level.
- Demonstrated ability to work collaboratively with others
- Exceptional organizational, interpersonal, and communication skills
- Courageous leadership to identify and remove systemic barriers to student success

Desirable for the position:

- Knowledge of the Tāltān, Taku River Tlingit and Kaska Nations.
- Administrative experience as a Principal or Vice-Principal which includes the supervision of staff, preferably in a unionized public-school environment.