

Curriculum Consultants and Community Resource Persons**I. CURRICULUM CONSULTANTS**

A. Curriculum Consulting Services: The following curriculum services may be provided by consultants:

1. Facilitating the curriculum development process
2. Providing subject area expertise, content and/or methodology, for curriculum development projects
3. Modelling curriculum delivery for teachers
4. Helping staff to locate and/or develop teaching materials
5. Evaluating the effectiveness of a curriculum design

B. Regulations for Use of Curriculum Consultants

1. **Teaching:** Consultants may not be used to teach the curriculum in lieu of classroom teachers. They may help teachers make the transition to teaching topics which are new, controversial, and/or difficult to teach; nevertheless, teachers are expected to teach all of the district curriculum that comes under their aegis. A consultant may not substitute for the teacher.
2. **Modelling:** Consultants may be used to model lessons for teachers when new curriculum and/or methodologies are being introduced, when teachers are having difficulty with specific lessons, or when the teacher has been identified in the evaluation process as being in need of instructional assistance.

Under normal circumstances, the use of consultants to model lessons shall be guided by the following guidelines:

- a. A consultant shall model no more than two lessons for a specific teacher in any one year.
- b. The regular classroom teacher is expected to remain in the classroom while the lesson is being modeled so that the teacher can benefit from the lesson.
- c. A consultant shall not model the same lesson for a specific teacher more than once.

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3. **Contract:** A contract will be developed for each consultant and must, by Board Policy BCH, include the following information:
 - a. Specific objectives to be accomplished
 - b. Specific tasks to be performed
 - c. Procedures to be used in carrying out the tasks
 - d. Target dates for the completion of the tasks
 - e. Method to be used to report the results of the consulting

II. COMMUNITY RESOURCE PERSONS

A. Role: Community resource persons are intended to be used to supplement the knowledge-base, talents, and/or experience-base of the school's staff. Under no circumstance should a resource person be used as a substitute for the school's certified instructional staff. Teachers are expected to remain in the classroom at all times when a resource person is addressing students.

B. Approval:

1. Teachers must receive written permission from their building principal to bring a resource person into the classroom to address students. Teachers should explain to the principal the rationale for bringing in the speaker and the qualifications of the speaker to address the issue.
2. Once any approved resource person has been scheduled to address students, the principal should be notified of the name of the person, as well as the date and time of the visit.

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II. COMMUNITY RESOURCE PERSONS (continued)

C. Controversial Issues

1. Board Policy INB - "Teaching About Controversial Issues" requires that the presentation and discussion of controversial issues be on an "informative basis" and that both sides of a controversial issue must be presented. Therefore, it is incumbent upon the teacher to assure that both sides of a controversial issue are presented by a speaker or that speakers are brought in to assure that both sides of a controversial issue are presented.
2. If a community resource person is to be brought into the classroom to address a controversial issue, the teacher requesting permission for such a speaker must, according to Policy INB, discuss the following with the principal:
 - a. Appropriateness of the topic to the course
 - b. Appropriateness of the topic relative to the maturity level of the students

Regulation Approved: 10/24/94