



Tab 23 – District Level Non-CR teachers

Item 23.1 and 23.2:

Non-school-based teachers (See BOE Budget Questions, Vol.2, Tab 26)

Analysis:

Teaching and Learning:

The purpose of Teaching & Learning Instructional Resource Teacher positions is to provide professional development and support to classroom teachers so they can implement standards- and research-based curriculum and instructional practices in their classrooms. The following duties are normal for this position.

- Provide leadership in development, articulation and implementation of curriculum, instruction and assessment in the content area.
- Provide district-wide and school support in implementing standards-based instruction.
- Work with district and school teams to develop and enhance content area learning opportunities for all students.
- Provide support and initiative in developing and conducting professional development.

Cut expenses, holding harmless resources delivered directly to schools.

Educational Services:

Please see Tab 26 of the 2006-07 Budget Volume 2. The Department of Educational Services which includes the divisions of ESL and Bilingual Education and Special Education employs a total of 27.55 FTE non-classroom support staff. These professional staff remain vital to the overall operation of the department and its ability to:

1. comply with federal and state laws including related policies and regulations governing these two programs,
2. delivering essential technical assistance/ professional development to school-based staff, and
3. for special education, continuation of the Centrally Coordinated IEP Evaluation System(CCIES).

Special Education Data over the past 6 years clearly illustrates that the program support staff (PSTs) assigned to CCIES have saved the district substantial dollars by curtailing the mislabeling of students as disabled thereby lessening the need for costly special education services. Special education PSTs assigned to deliver technical assistance and professional development to classroom teachers and para-professionals remain the backbone of our support system to schools, especially as they continue to address the complex characteristics and needs of some of our most challenging and disabled students.

ESL and Bilingual Education The primary responsibility of the ESL/BE program support teachers (PSTs) is to provide necessary support and services to limited-English proficient students. The primary functions of these PSTs are to provide support to ESL/bilingual teachers, regular education teachers, support staff and administrators in the areas of student assessment, program development, service delivery design/implementation, program evaluation, curriculum development, and professional development. In addition, the PST may periodically serve as a liaison between the ESL/Bilingual Education Coordinator, teachers, support staff, other administrators, families and the community, providing input and feedback to all groups.

District-Non Classroom Teachers at the Elementary and Secondary Levels

Analysis:

There is one School Planner assigned to the Elementary Department and one to the Secondary Department. As part of the Five-Year School Improvement Planning (SIP) Process, there is a one year intensive school wide assessment followed by in-depth planning that establishes benchmarks for four years into the future that is led by the School Planner. The school planner also assists principals who are in the Annual SIP process.

District-Non Classroom Teachers In Student Services

Analysis:

.5 of the GLBTQ Resource Teacher is funded in the Operating Budget.