

**INSTRUCTIONAL RESOURCES SELECTION, ADOPTION, ACQUISITION,
RECONSIDERATION, AND DISCARDING (REGULATION)
(General Use, Supplemental Use)**

The Intent of this regulation is to align administrative procedures with the Colorado Springs School District 11 Board of Education (the Board) Policy IJJ, Instructional Resources Selection, Adoption, Acquisition, Reconsideration, and Discarding.

Due to the rapidity of updates and shifts regarding digital resource content and to remain consistent across Colorado Springs School District 11 (the District), the District will provide, annually review and/or update an Instructional Resources Selection, Adoption, Acquisition, Reconsideration and Discarding Handbook (hereafter referred to as “the Handbook”). The Handbook must be publicly available on the Curriculum and Instruction website and updates to changes in the Handbook will be reported annually to the Board. The Board reserves the right to request formal review of any proposed changes. The Curriculum and Instruction Office will be the Office of Primary Responsibility (OPR) for review and update of the Handbook and related forms, supplemental documentation.

All instructional resources obtained through the District, building and/or private funds, gifts, free and/or borrowed materials must be selected through this procedure.

All sites will follow the guidelines provided in the Handbook. In cases of disagreement between policy or regulation and the Handbook, policy and regulation take precedence.

Definitions

Tier I, Core Instruction: Foundational Instructional Level for all student within the Multi-Tiered Systems of Support (MTSS). This Tiered Logic ensures that every student receives equitable multi-tiered instruction and support focused on the whole student that is evidence-based, culturally responsive, and matched to need through tiered layers that increase in intensity of support.

Tiers II and III-Targeted and Intensive Instructional Support: As whole child instruction needs to be adjusted to meet specific learning needs, these Tiers offer support with increases in intensity: Tier II-Targeted and Tier III-Intensive. All students must receive access and opportunity to learn grade level content and skills. These Tiers offer supports, resources, and practices to assist students in meeting grade level expectations and/or exceeding grade level expectations when students need appropriate challenges.

Instructional resources refer to resources with instructional content or function that are required resources for classroom instruction. Instructional resources may be in print, digital, or hands-on format and may include, but are not limited to, textbooks and their residuals, other books, software, applications, web-based programs, and hands-on manipulatives and kits.

Core, Required Use resources refer to instructional resources that serve as the core, Tier I resource utilized in the grade level(s), subject(s), and/or course(s). Student access to the resource is required in order for students to successfully meet learning outcomes and Colorado Academic Standards of the grade level(s), subject(s), skills, and/or course(s); purchased by

District funds. These resources are selected using the formal Board approval process outlined in the Handbook.

General Use, Specialized Program resources refer to instructional resources that align District resources to catalogues and recommended tools required to meet specialized program expectations. These programs include but are not limited to: Advanced Placement (AP), International Baccalaureate (IB), Career and Technical Education (CTE); purchased by District funds. These resources are outlined for Board review and posted for public comment during the fall and spring materials/course Board meetings. The Board may, at any time, request that these additions be re-submitted using the formal materials/course review process.

Supplemental use materials fall into three categories as listed below. Supplementals are supportive instructional resources which may or may not be integral to the achievement of the student learning outcomes. Supplemental resources may be utilized for a variety of purposes to include but not limited to Tier II and III intervention or enrichment to address individual student learning needs. Supplemental materials include but are not limited to a single volume, a series, a periodical, consumables, software, posters, models, manipulatives, multimedia, applications, and other digital formats.

- Frequent Use Supplemental resources that are generally required for whole group classroom instruction to differentiate core learning so all students can access grade level standards. These resources include online applications (apps); purchased with District funds. These resources are selected through the procedures outlined in the Handbook.
- Individual or Small Group Use Supplemental resources that enhance the course of study but are not required to pass the course; used with individual students or a small group of students including applications (apps); normally purchased with District funds. These resources typically make up a classroom library for teachers to use as needed and are selected through the “Library Media Selection, Adoption, Acquisition and Reconsideration” process (See Regulation IJL-R).
- Limited Use Supplemental resources are selected by the teacher to address individual needs and/or support learning outcomes on an infrequent basis including applications (apps) and are not required for students to pass the course; purchases are usually through District funds but not always (e.g. based on teacher professional judgment in alignment with Board Policies IB, Academic Freedom, IJL, Library Media Selection, Adoption, Acquisition and Reconsideration, and IMB, Teaching About Controversial/Sensitive Issues).

The Handbook should include but is not limited to:

- Roles and responsibilities of stakeholders involved in this process
- Definitions of key terminology within the Handbook
- Timeline and process of Fall and Spring formal Board review opportunities and annual Handbook revision report
- New large-scale Tier I core, supplement, intervention adoption cycle timeline for full procurement competition review and approval
- Clear criteria used to approve, deny, reconsider resource requests

- Clear steps on the Instructional Technology and Library Services (ITLS) approval of online or computer-based resource requests
- Clear descriptions on the varied District administration review processes and criteria outlining why a process would be used
- Clear steps to follow and documentation to use for stakeholders requesting resource approval
- Clear steps to follow and documentation for stakeholders to use to request a short cycle of innovation pilot
- Clear steps to follow to submit an appeal of a denied request
- Clear steps to follow regarding removal and/or discarding of previously approved resources and/or items in use that have never been District approved
- All key processes

Adopted: December, 2000
Revised: March 18, 2015
Revised: February 9, 2022

LEGAL REFS.: C.R.S. 22-1-104 (2)
C.R.S. 22-7-1005 (PK-12 aligned standards)
C.R.S. 22-7-1005 (6) (PK-12 standards review and revision)
C.R.S. 22-7-1008 (Postsecondary and Workforce Readiness-PWR)
C.R.S. 22-7-1118 (graduation guidelines PWR)
C.R.S. 22-10-1273 (arts education for workforce development act)
C.R.S. 22-32-109 (l) (t)
C.R.S. 22-32-110 (1)(r)
C.R.S. 22-54-105 (l)

CROSS REFS.: AD, School District Vision, Mission, and Strategic Planning
AG, Equity Policy
DJ, Procurement and Contracting
EGAD, Copyright Compliance
GBEE, Technology Resources and Internet Safety Responsible Use for Staff
IB, Academic Freedom
IGA, Curriculum Development
IGC and IGC-R, Pilot Projects
IHAL, Teaching About Religion
IHAM, Comprehensive Health Education
IHAMA, Teaching about Drugs, Alcohol and Tobacco
IHAQ and IHAQ-R, Postsecondary and Workforce Readiness Education (Career and Technical Education)
IHBA, Special Education Programs for Student with Educational Disabilities
IHBAA, Multi-Tiered System of Supports
IHBB and IHBB-R, Gifted and Talented Education

IHBK and IHBK-R, Colorado Springs School District 11 Preparation for Postsecondary and Workforce Readiness Individual Career and Academic Plan)
IJJ, Instructional Resources Selection, Adoption, Acquisition, Reconsideration and Discarding
IJK, Use of Supplemental Materials with Instruction
IJL, Library Media Selection, Adoption, Acquisition and Reconsideration
IJL-R, Regulation to Policy IJL, Library Media Selection, Adoption, Acquisition and Reconsideration
IJL-E-1, Request for Reconsideration of Library Media, Exhibit 1 to Policy IJL, Library Media Selection, Adoption, Acquisition and Reconsideration
IJL-E-2, Appeal of Reconsideration of Library Media, Exhibit 2 to Policy IJL, Library Media Selection, Adoption, Acquisition and Reconsideration
IJL-E-3, Board of Education Appeal of the Use of Library Media, Exhibit 3 to Policy IJL, Library Media Selection, Adoption, Acquisition and Reconsideration
IMB and IMB-R, Teaching About Controversial/Sensitive Issues
IMBB, Exemptions from Required Instruction
KEC, Public Concerns/Complaints About Instructional Resources

CONTRACT REF.: CSEA Master Agreement

SUPPORTING
DOCUMENTS:

D11 Strategic Plan
D11 Current Tier I, Core Instructional Framework
D11 Graduate Profile
MTSS Framework and Guidebook
Board of Education Review Flowchart
Colorado Springs School District 11 Instructional Resources Selection, Adoption, Acquisition, Reconsideration and Discarding Procedures and Guidelines Handbook