



## **HANDBOOK**

### **COLORADO SPRINGS SCHOOL DISTRICT 11**

#### **INSTRUCTIONAL RESOURCES SELECTION, ADOPTION, ACQUISITION,**

#### **RECONSIDERATION AND DISCARDING**

#### **PROCEDURES AND GUIDELINES**

**DECEMBER 2021**

**As policy updates occur, applicable handbook revisions  
will be made.**

**(Policy reference IJJ and Regulation IJJ-R)**

## Table of Contents

1) Definitions.....	pages 3-4
2) Responsibility.....	page 5
3) Assumptions.....	pages 5-6
4) Criteria for Selection of Instructional Resources.....	page 6
5) Procedures for Selection, Adoption, Acquisition of Instructional Resources and Materials.....	pages 6-8
• At the Site.....	pages 6-7
• At the District.....	page 7
• Short-Cycle of Innovation Pilot Request.....	pages 7-8
• Public Notice and Board Approval.....	page 8
• Resources Reviewed by Public.....	page 8
• Board Approval Process.....	page 8
• Registering Courses with NCAA.....	page 9
6) Procedures for Tier I, Core Instructional District-Wide Review Cycle.....	pages 9-10
• Committee Membership.....	page 9
• Roles and Responsibilities.....	pages 9-10
• Resources Reviewed by Public.....	page 10
• Board Approval of Resources.....	page 10
7) Procedures for Reconsideration of the Use of Current Instructional Resources and Materials.....	pages 10-13
• Reconsideration can occur.....	page 10
• Submission Rejections.....	page 10
• Concerns Regarding Resources Currently in Use.....	pages 10-12
• District Level Committee.....	page 12
• Appeal to the Board of Education on the Use of Instructional Resources.....	page 12
• Final Reconsideration Actions.....	pages 12-13
8) General Discarding of Resources.....	page 13



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

### **Introduction**

This Handbook outlines the administrative procedures and practices developed to execute the policy guidance in Policy IJJ and Regulation IJJ-R. In cases of disagreement between policy or regulation and the Handbook, policy and regulation take precedence. CAUTION: These procedures may be updated fairly frequently. Always make sure you are working with the latest version of the Handbook (as posted on the Curriculum and Instruction webpage on the D11.org website).

These procedures recognize that it is the responsibility of professional educators to select instructional resources and materials suitable to the abilities and needs of students in relation to the curriculum. These procedures further recognize that it is the privilege and responsibility of the public to question any instructional resources and/or materials they may consider to be inappropriate.

Instructional resources and/or materials will be recommended:

To meet the needs of the individual schools based on a knowledge of the total curriculum.

To meet the present and future needs of the students and the community in terms of the existing available instructional resources and materials.

These procedures recognize the right of parents to request that their child be given alternative materials or assignments. (See Board Policy IMBB, Exemptions from Required Instruction).

These procedures recognize any judgment a teacher makes in the utilization of materials which are not selected within this process is the sole responsibility of that teacher. (See Board Policy IB, Academic Freedom)

All instructional resources and materials obtained through District, building and/or private funds, gifts, free and/or borrowed materials must be selected through this approved procedure. Use of the materials will determine the appropriate selection procedure.

#### **I. Definitions**

Tier I, Core Instruction: Foundational instructional level for all students 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 Colorado Springs School District 11 Board (the Board) approval process outlined in this Handbook.

General Use, Specialized Program resources refer to instructional resources that align D11 resources to catalogs 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 with District funds. When updates are made, any adjustments 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 material/course review process.

Supplemental use materials fall into one of 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 accompanying regulation (See Regulation IJJ-R) and this 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. PTA grants, teacher personal purchases). These resources are selected 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).

## **II. Responsibility**

### **Legal**

The Board is legally responsible for instructional resources and materials which are prescribed in the District's instructional program.

### **Supervision**

The Board delegates the responsibility for selection to the administrative staff. The responsibility for coordination and/or supervising the selection rests with the Superintendent or designee.

### **Maintenance, Review, Revision**

The Board delegates the responsibility of the required maintenance, review, and/or revision of this Handbook to The Office of Curriculum and Instruction to ensure continuous alignment to policy BG (School Board of Education Policy Process), Review and Maintenance of Policy process. This review will occur annually. If any revisions are needed, these updates will be brought forward during the applicable annual Fall and/or Spring formal Board review for Board approval.

### **Implementation**

The Curriculum and Instruction Office will be responsible for the implementation of approved instructional resources following the procedures and guidelines within this Handbook. (See Board Policy IGA.) Recommendations for selection of instructional resources and/or materials may originate with teachers and other personnel concerned with instruction.

## **III. Assumptions**

1. Instructional resources and materials should reflect the many elements present in the curriculum and society.
2. Instructional resources and materials should be balanced in relation to a specific topic to represent various viewpoints of an issue.
3. Instructional resources and materials should reflect the student's right to study a controversial issue which has political, economic or social significance.
4. Instructional resources and materials should reflect the pluralistic character and culture of our society.
5. Instructional resources and materials should reflect diverse perspectives, including historically underrepresented and marginalized voices.
6. The physical format of any instructional resources and materials will not be altered in any way.
7. Any community member, or any employee of the District will have the right to participate in the selection and reconsideration of all instructional resources and materials used within any school.
8. Instructional resources and materials should be selected for their major strengths.
9. Instructional resources and materials should reflect and recognize student differences.

10. Community member participation is part of the process in order to reinforce and augment the professional judgments of individual teachers in the selection and use of instructional resources and materials.

#### **IV. Criteria for Selection of Instructional Resources**

##### a. General materials chosen

1. Meet the needs and goals of District curriculum
2. Contain appealing content and style to suit the interests and abilities of students
3. Have a suitable physical format and appearance
4. Meet the needs of students at appropriate instructional levels
5. Reflect a valid and reliable viewpoint on the part of the author/producer
6. Be appropriate for the maturity and ability of the students
7. Stimulate creativity
8. Be aligned to District adopted content standards

##### b. Fiction materials chosen

1. Have literary value
2. Portray inter-group tension and conflict objectively and support examination from differing points of view
3. Reflect societal/global problems, aspirations, attitudes and ideals
4. Represent literary quality to include appropriate setting, point of view, characters, plot, theme and style
5. Be aligned to District adopted content standards

##### c. Nonfiction materials chosen

1. Cover a subject of importance and interest
2. Reflect knowledge or research on the part of the author/producer
3. Be up-to-date where appropriate
4. Meet high standards of quality in factual content and support examination from differing points of view
5. Be aligned to District adopted content standards

#### **V. Procedures for Selection, Adoption, Acquisition of Instructional Resources and Materials**

The Office of Curriculum and Instruction is responsible for developing a timeline for the process of adopting content. This timeline shall be located on the District 11 Office of Curriculum and Instruction web page.

##### **At the Site:**

1. Persons requesting a resource approval will first determine the scope and scale intended for use indicating if the resource falls under: Core, Required Use; General Use, Specialized Program; Frequent Use Supplemental; Individual or Small Group Supplemental; or Limited Use Supplemental and follow the correct course of action as outlined in this Handbook. (See Definitions Section I in this Handbook)
  - If at any time, a resource is stated as Individual or Small Group Supplemental or Limited Use Supplemental is being used beyond the parameters of the scope and scale identified, the District and/or the Board

may request that a formal Board approval process be initiated.

2. Persons requesting that an item be considered for formal adoption will contact the appropriate site-specific department chairperson/representative, principal or instructional supervisor in writing and request the adoption of specified instructional resources and materials.
3. The department chairperson/representative, principal or the instructional supervisor will check to see if the textbook or supplemental material is already on the approved instructional materials list. Previously approved materials that require copyright updates may follow the Copyright Change Process (See Appendix in this Handbook).
4. If the instructional material considered for approval includes an online or computer-based component, the Instructional Technology and Learning Services (ITLS) Department must approve the request prior to submission to the content facilitator. Failure to submit online content or software to the ITLS department in a timely manner may delay the submission to a later approval period. (See Policy IJL.)
5. If the department chairperson/representative, principal or the instructional supervisor intend to submit materials for General Use or Frequent Use Supplemental approval, they must notify the content facilitator in writing by the date outlined in the Board Submission Timeline. The content facilitator will provide needed request forms and directions on what sites must provide to begin a review.

#### **At the District:**

The content facilitator will inform the requestor that in addition to any request forms submitted, material will need to be submitted to the content facilitator in order to conduct a full review. This material will include but may not be limited to:

- A copy of the textbook, and/or full access login directions to the resources, and reader review forms (both educator & non-educator), and if applicable, an ITLS approval for online/computer-based resources. The required items must be forwarded to the appropriate content facilitator no later than a date set 6 weeks prior to the item(s) going to the Board for approval (see Board Submission Timeline).
- Following the Board Submission Timeline, the content area facilitator will review the material, check for completeness and may preliminarily approve the submission OR submit it to a committee of reviewers to provide feedback on the requested resources if needed. This takes place at least two times per school year: in the fall and the spring, and if needed, there may be a third adoption process.
- Once the content facilitator finalizes their review, they will submit the completed forms and sample materials to the Executive Director for School Leadership. The Curriculum Director will complete the final review and follow Board submission requirements set by the District.

#### **Short-Cycle of Innovation Pilot Request:**

In support of innovation in schools as needed, school personnel may request special, temporary approval to track effectiveness of a new instructional resource or material. The principal of the site wishing to pilot or use the material will send an email memorandum to the applicable content facilitator within the Curriculum and Instruction Office (C&I) and applicable Executive Director of School Leadership (EDSL) including the following sections:

- Resource details being requested
- Description of the involvement of staff in the selection of this resource

- Description of the student need -based on a gap discovered within current District approved resources
- Description of the communication plan to notify parents and community of the pilot
- Description of evidence collection procedures to be used to meet the short cycle of innovation details within policy IJJ including the timeline of 1 year
- Description of the opportunities for community members and parents to learn about and discuss the use of this pilot request and to be involved in the selection of the resource

A small team comprised of a member from ITLS, Procurement, Educational Insights, and the C&I department will review the request. The support of short- cycle innovation, if approved, will require tracking data on effectiveness. Should the school wish to continue using the instructional resource/material, the school will need to agree to take it through the next curriculum adoption cycle for full approval by the Board. The Board will be notified by the Superintendent or designee of any short- cycle innovation approvals.

### **Public Notice and Board Approval**

Once the Curriculum and Instruction Director has reviewed the General Use and Frequent Use supplementary material they will move the requests forward for public review. A notice to the public will be posted. The public notice is required at least one (1) week prior to public review. For any electronic submissions, an online accessible public review option will be provided. In instances where a request does not have an electronic submission (e.g. hard copy print only) these materials can be reviewed on site at the Curriculum and Instruction Office upon request throughout the public review window. All public review windows will be open for a minimum of one week prior to being sent to the Board for non-action. Public review instructions and forms will be provided on the Curriculum and Instruction Resource and Course Approval webpage on the D11.org website.

If any revisions are being proposed in the Instructional Resources Selection, Adoption, Acquisition, Reconsideration, Discarding Handbook, these revisions will also be posted for public review and Board approval.

Community members' reactions regarding the adoption of the instructional resources and/or materials will be returned to the appropriate Content Facilitator. The Content Facilitator will review all public comments and determine if they will amend their submission. The Content Facilitator will provide the Curriculum and Instruction Director with their final recommendations. The Director will provide the final requests to the Deputy Superintendent of Achievement, Learning and Leadership who will submit all review items to the Board for approval. All public comments will become public record.

### **Resources Reviewed by Public**

- Materials approved by the District review process will be available for public review no later than one-week prior to submission for Board Approval.
- Public notice of the material approval and review is posted online at D11.org, via Channel 16 commercials and other appropriate District-wide communications.
- Parents, community members, and staff may review the items online at [d11.org](http://d11.org) or onsite if no electronic option is available during these review windows using a Community Review Form link to record their comments.
- All comments will become public record.

### **Board Approval Process**



- Public comments are included with approval recommendations, and presented to the Board.
- The Board will take action on the final proposed resources that were recommended through the District review process.

## **Registering Courses with the National Collegiate Athletic Association (NCAA) (See Policy IGA)**

### **VI. Procedures for Tier I, Core Instructional District-Wide Review Cycle**

The District is committed to a continuous resource review and revision cycle using a transparent procurement competition process. This review and revision cycle will focus on Core, Required Use resources and Frequent Use Supplemental resources encompassing all disciplines with PK-12 state District-adopted academic standards. Available District resources shall be allocated on an equitable basis in accordance with Board policies and individual school needs.

The District-wide review and revision cycle will follow all procedures required in policies DG, Procurement and Contracting and EGAD, Copyright Compliance. This process will involve a multi-step process in which Tier I, core instructional resources are evaluated through public comment and committees. When possible, a market-research process will precede the formal adoption process in which educators are given the opportunity to use resources with students and obtain student feedback.

A Curriculum Committee will convene and follow all procurement and contracting procedures and timelines. Once all interested vendors submit detailed information within the Request for Proposals (RFP) process a sub-section of the full committee will down-select options using a third-party research and material review screening process documented in the RFP process and alignment to the scope of work criteria placed within the RFP. Once all submissions that did not meet the initial screening are removed, the final selections move to the full committee for review.

#### **Committee Membership**

The full committee will include up to 15 members of a balance between community members, educators and administration such as:

1. A minimum of one administrator
2. One content facilitator
3. Teachers
4. Community Members

#### **Roles and Responsibilities**

Using an evaluation tool approved by the Curriculum and Instruction Director based on the RFP required criteria, the resource review committee will ensure resources suitability and “best fit” for District needs. The committee will consider (at a minimum) the following criteria:

1. Alignment to state District-adopted academic standards
2. Accurate and grounded in current research
3. Supports student learning and high leverage instructional practices
4. Supports assessments that measure students’ knowledge and skills
5. Connection to relevant, real-world purpose
6. Developmentally appropriate concepts which are challenging and accessible for all students

7. Extensions of the original text to meet diverse needs of a wide variety of learners (including ELL, GT, SPED)
8. Quality of language, illustrations, photographs ensuring materials are non-discriminatory and age appropriate
9. Potential funding streams, which include Use of *Supplemental Materials Title I Funds*, maintenance cost, additional training fees, substitute costs, training days, estimated professional development costs, additional technology costs, additional FTEs needed, and license renewal costs

### **Resources Reviewed by Public**

- Materials approved by the Curriculum Committee will be available for public review no later than one-week prior to submission for Board Approval.
- Public notice of the material approval and review is posted online at D11.org, via Channel 16 commercials and other appropriate District-wide communications.
- Parents, community members, and staff may review the items online at [d11.org](http://d11.org) during these review windows and use a Community Review Form link to record their comments.
- All comments will become public record.

### **Board Approval of Resources**

- Public comments are included with approval recommendations, and presented to the Board.
- The Board will take action on the recommendation from the Curriculum Committee, and the approved items will be added to the Approved Instructional Materials list.

## **VII. Procedures for Reconsideration of the Use of Current Instructional Resources and Materials**

### **Reconsideration can occur:**

1. In cases where site requests for instructional resources and/or materials are rejected by a curriculum committee, content facilitator or the Board
2. In cases where concerns arise regarding the use of a currently used resource

### **Submission Rejections**

1. If the parties submitting a rejected request wish reconsideration for the item, they may re-submit to the Deputy Superintendent of Achievement, Learning and Leadership for review.
2. The decision of the Deputy Superintendent of Achievement, Learning and Leadership will be communicated to the party submitting the rejected request.

### **Concerns Regarding Resources Currently in Use**

- A. Concerns about instructional resources and/or materials, verbal or written, will be directed to the building Principal who will officially acknowledge them within five (5) school days, by scheduling a meeting.
- B. The Principal will attempt to resolve the issue of the concern informally by explaining the rationale for the selection and use of the instructional resources and/or materials in question to the person or group requesting reconsideration within five (5) school days after the scheduled meeting with the person or group requesting reconsideration. Removal of the item is not an option at this step.
- C. If the Principal's explanation does not satisfy the issue of the concern, he/she will provide the individual or group with a link to an electronic submission form titled: "Request for Reconsideration of Instructional Resources and/or Materials". All formal requests for reconsideration must be made in this form. Instructional resources and materials under

question can be withdrawn only by action of a building, District committee or the Board.

D. Upon receipt of the completed form, the Principal will:

1. Forward a copy of the submitted form to the Superintendent or designee.
2. Appoint a committee with an odd number of members composed of:
  - Principal as chairperson
  - Three to five (3-5) teachers from the building
  - One to three (1-3) community members
  - Ex-officio members (nonvoting)
  - Person(s) requesting reconsideration
  - Appropriate instructional supervisor
  - Recorder of minutes of the meeting
3. Convene the committee within fifteen (15) school days from the date of receipt of the completed "Request for Reconsideration of Instructional Resources and/or Materials" form.

E. The Principal will provide each committee member with the following:

1. Copy of or access to the item under reconsideration.
2. Content within the "Request for Reconsideration of Instructional Resources and Materials" form.
3. Copy of these regulations.
4. History of the selection of the instructional resources and/or materials.

F. Each committee member will

1. Review all items provided by the Principal in their entirety.

G. The Principal will direct the committee:

1. Define the concern.
2. Determine if the item meets the selection criteria.
3. Direct the discussion of the members of the committee.
4. Conduct a written ballot, whereby the majority wins.
5. Complete a Memorandum Summary of the committee decision.

H. The Principal will provide copy of the Memorandum with the committee's decision to the person requesting the reconsideration within ten (10) school days from the date of the building committee meeting with a time table and explanation of the appeal process.

I. The Principal will provide copy of the Memorandum with the committee's decision, minutes of the meeting and any artifacts submitted by committee members to the Superintendent or designee.

J. When the process results in removal of the item, the Principal will send all copies of said item to the warehouse after removing them from appropriate inventory records.

K. The Superintendent or designee will notify the chairperson of the appropriate District curriculum committee of the decision of the building committee.

L. The Superintendent or designee will provide the Superintendent and Board with appropriate information regarding any actions taken as a result of a request for reconsideration of instructional resources and/or materials within ten (10) school days from

the date of the building report.

- M. The person(s) requesting the reconsideration has the right to appeal the decision of the building committee within fifteen (15) school days from the date of the building committee hearing to a District level committee. The Appeal of Reconsideration of Instructional Resources and Materials form is available on request at the Curriculum and Instruction Office. This request should be directed to the Superintendent or designee following the submission directions on the form.

#### **District Level Committee**

- N. Upon the receipt of the request for appeal, the Superintendent or designee or designee will:
  - 1. Form an odd-numbered committee composed of:
    - An Executive Director of School Leadership (chairperson)
    - Three to five (3-5) instructional specialists/supervisors
    - One to three (1-3) community members
    - Ex-officio members (nonvoting)
    - Person(s) requesting the reconsideration
    - Principal and interested teachers from the building
    - Recorder of minutes
  - 2. Convene the committee to consider the request for reconsideration of instructional resources and/or materials within fifteen (15) school days from the date the request for appeal is received. No member of the building committee may serve as a member of this committee.
- O. This District level committee will follow the same procedures as used by the building committee. See Steps E - H.

#### **Appeal to the Board of Education on the Use of Instructional Resources**

- P. The Superintendent or designee, will provide the person(s) requesting appeal, the building Principal, the Superintendent and the Board with appropriate information regarding the actions taken as a result of the appeal within ten (10) school days from the date of the District level committee meeting.
- Q. The person(s) requesting the reconsideration of instructional resources and/or materials has the right to appeal the decision of the District level committee within fifteen (15) school days of the date of the committee report. A Board of Education Appeal of the Use of Instructional Resources and Materials form is available on request by the Curriculum and Instruction office. Once the form has been completed, it will be submitted to the Superintendent for further review.
- R. The Superintendent will acknowledge the receipt of the request for appeal within five (5) school days after receipt. The Superintendent will provide the Board the request for appeal and the Administration's recommended response with supporting rationale. The Board will provide the person requesting the appeal with appropriate information regarding the Board's decision and rationale within thirty (30) school days of receipt of the appeal by the Superintendent.

#### **Final Reconsideration Actions**

In the event of a severe overload of concerns/requests for reconsideration, the Principal, after completing Step C, may elect to postpone Step D for a reasonable time agreed upon by both

parties.

An item which has undergone reconsideration may not be reconsidered in the District for ninety (90) school days from the date of the report of the last review level.

An item may be removed from the District only as a result of the process described in this procedure.

When instructional resources and/or materials are removed from a school at any level it may be reviewed in twenty-four (24) months by the school and the Superintendent or designee for possible reentry into the collection if it meets the current selection criteria.

### **VIII. General Discarding of Resources**

Resource selection, adoption and acquisition is an ongoing process which will include the removal of instructional resources and materials (de-selection) because of:

- Deteriorated physical condition.
- Multiplicity of copies.
- Out-of-date or obsolete information (requires committee action).
- Lack of use over an extended length of time (may require committee action).
- Failure to meet current selection criteria or selection and adoption process (requires committee action).
- Reconsideration for recommended discarded resources must be in accordance with the Procedures for Reconsideration outlined in this Handbook.

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 Students 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 and IJJ-R, Instructional Resources Selection, Adoption, Acquisition, Reconsideration and Discarding

IJL, Library Media Selection, Adoption, Acquisition and Reconsideration

IMB and IMB-R, Teaching About Controversial/Sensitive Issues

KEC, Public Concerns/Complaints About Instructional Resources

CONTRACT REF.: CSEA Master Agreement

SUPPORTING  
DOCUMENTS:

D11 Current Tier I, Core Instructional Framework

D11 Graduate Profile

MTSS Framework and Guidebook

Board of Education Review Flowchart

Request for Proposals (RFP) process example of procurement process