

BLUE font indicates content from O.C.G.A. §20-2-1017

GREEN font indicates content from administrative review

BLUE highlights indicate content from O.C.G.A. §20-2-324.6

GREEN highlights indicate content from O.C.G.A §20-1-11

GRAY highlight indicates language moved from Administrative Rule IFBC-R

ORANGE font indicates content recommended by ParkerPoe

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DISTRICT ADMINISTRATIVE RULE

IFAA-R Instructional Resources Selection and Acquisition

2/25/16 x/x/22

GSBA Reference: IFAA (Textbook Selection and Adoption)

1 RATIONALE/OBJECTIVE:

2
3 In the Cobb County School District (District), the identification of effective learning resources is a
4 systematic, data driven process in which teaching & learning supervisors, teachers and
5 community members carefully review and evaluate learning resources. The review process is
6 vital for gathering feedback and data to inform the recommendation of resources to the Board of
7 Education.

8 9 RULE:

10
11 Teachers and students need access to a comprehensive collection of learning resources that can
12 be customized to meet the diverse learning needs of students and provide teachers with the
13 necessary tools to effectively teach the Cobb Teaching & Learning Standards.

14
15 Instructional resources shall be approved based on the following criteria:

- 16 1. The ~~the~~ extent to which they are aligned with the Cobb Teaching and Learning Standards
17 and District goals;
- 18 2. ~~The extent to which they meet a wide range of student needs, interests and performance~~
19 ~~levels;~~
- 20 3. ~~The extent to which they support teaching practices known to positively impact student~~
21 ~~learning; and~~
- 22 4. ~~The extent to which they reflect diversity in such areas as ethnicity, gender, national origin~~
23 ~~and disability.~~

24
25 If requested, curriculum and instructional resource vendors shall be required to certify
26 that all curriculum and resources provided to the District comply with applicable state
27 law and district policies and rules.

28 29 A. SOURCES OF CONTENT:

- 30 1. Locally Developed Resources (LDR) are resources created by the educators in the District
31 that include, but are not limited to, multimedia resources, problem based activities, unit
32 and lesson plans, and assessments.
- 33 2. Open Educational Resources (OER) are any resources print or non-print available at little
34 or no cost that can be used to support teaching and learning. The term can include, but is
35 not limited to, textbooks, course readings, multimedia resources, simulations, games,
36 quizzes, assessment tools, and related content that can be used for educational purposes.
- 37 3. Publisher Produced Resources (PPR) are purchased content in print and/or non-print
38 formats that could include, but are not limited to, textbooks, full courses, content
39 cartridges, multimedia resources and professional learning services.

40 **PART I**

41 **A. ~~B.~~ CORE LEARNING RESOURCES:**

42 Core Learning Resources are instructional materials and content which constitute the
43 principal source of study for a state funded course, not including supplementary or
44 ancillary material (see Part II below). include print and non-print resources provided for
45 use by a whole class or specific course and are highly aligned to the Cobb Teaching and
46 Learning Standards. These resources shall be presented to the Board for approval following a
47 review process outlined below.
48

49 **B. ~~C.~~ CORE LEARNING RESOURCES NEEDS ASSESSMENT:**

- 50 1. Prior to the selection of core learning resources an evaluation of current resources by
51 course/subject will be conducted to determine and address learning resource needs.
52 2. An analysis of the needs assessment will be conducted by the Learning Resources
53 department and respective Teaching & Learning supervisor to determine the needs of a
54 course/subject. The data gathered from the needs assessment will help determine the
55 resources needed for review.

56 **C. ~~D.~~ CORE LEARNING RESOURCES REVIEW COMMITTEE:**

57 Review Committees are established for each course/subject area. The Review Committee will
58 be created jointly by the Learning Resource department and the Teaching & Learning
59 supervisor based on recommendations made by the local school principals. Every school who
60 teaches the course/subject under review will have the opportunity to be represented.

61 Members will:

- 62 1. Review Committee members will have access to all material including print and non-print.
63 2. The material and digital access information will be available at the school site/location to
64 allow for hands-on, daily experiences with the resources.
65 3. Committee members will have unlimited access to the resources during the review
66 process, so they can evaluate the effectiveness of the resources and collect student
67 feedback.
68 4. All communication with the learning resource provider will be made through the Learning
69 Resource department.
70

71 **D. ~~E.~~ CORE LEARNING RESOURCES REVIEW PROCESS:**

- 72 1. The following general criteria shall be used in the selection and evaluation of core learning
73 resources:
74 a. Resources shall support and be consistent with the District's mission, vision and goals.
75 b. Resources shall directly support the instruction of the Cobb Teaching and Learning
76 Standards.
77 c. Resources shall include digital learning resources that are device agnostic and Learning
78 Tools Interoperability (LTI) compliant.
79 d. Resources shall promote the integration of higher level thinking skills.
80 e. Resources shall meet high standards of quality in factual content and presentation.
81 f. Resources shall be appropriate for the course/subject area.
82 g. Resources shall be appropriate for the student's age, emotional and social
83 development.
84 h. Resources shall enhance the users experience and have aesthetic and literary value.
85 i. Resources shall avoid bias and adhere to standards of sensitivity relative to student
86 race, gender, religion, culture, ethnicity, disability, and socioeconomic status in
87 compliance with applicable state law and district policies and rules.
88 2. The procedure for selection and acquisition of core learning resources is as follows:
89 a. Develop specific criteria for the subject area course to be used in the selection and
90 evaluation of learning resources.
91 b. Complete the review of subject area and course needs assessment.
92 c. Identify the type and number of core learning resources to be reviewed based on the
93 results of the needs assessment.

- 94 d. Select review committee members for each subject area and course being reviewed.
95 Every school that offers the course/subject under review will have the opportunity to
96 be represented.
- 97 e. Evaluate submitted resources by the learning resource review committee.
- 98 f. Provide for district-wide and public review of print and non-print resources throughout
99 the process.
- 100 g. Collect and analyze all data gathered during review period regarding:
101 (1) Cobb Teaching and Learning Standards alignment
102 (2) General criteria
103 (3) Specific subject area and course criteria
104 (4) Digital resources and ease of use
105 (5) Student and teacher feedback
106 (6) District wide and public feedback
- 107 h. A technical review of all recommended resources will be conducted by Technology
108 Services to assure compatibility with CCSD hardware and networks.
- 109 i. Based on the data collected and the outcome of the process a recommendation will be
110 made to the Superintendent.
- 111 j. The Superintendent or designee will present a full report and recommendation to the
112 Board.
- 113 k. The criteria for the acquisition of supplementary resources should be consistent with
114 the general criteria used for the selection of core learning resources.
- 115 l. If the need arises for a limited review of core learning resources, such as for a newly
116 developed course, an ad hoc committee must be formed to review proposed material.
117 Ad hoc committees must have a minimum of three members familiar with the
118 standards of the newly developed course. The criteria for the acquisition of core
119 learning resources for a newly developed course should be consistent with the general
120 criteria.

121
122 **E. ~~F.~~ COMMUNITY & DISTRICT WIDE REVIEW OF CORE LEARNING RESOURCES:**

- 123 1. The resources under review will be made available district wide and to the public
124 throughout the review period. All print resources will be made available for review at a
125 central location during regular business hours for a minimum of ten (10) working days. To
126 the extent possible, all digital resources will be made available through the district
127 website. District staff and community members who wish to review suggested resources
128 will be asked to provide feedback, and this data will be used to inform the decision making
129 process.
- 130 2. Any materials identified as possibly inappropriate shall be brought to the attention of the
131 Superintendent or designee.
- 132 3. Material determined to be inappropriate to the general population of Cobb County shall be
133 returned to the review committee for re-consideration.
- 134 4. The Superintendent or designee shall be responsible for securing Board approval prior to
135 the opening of each school year for any course or program K-12 for which students will not
136 be provided instructional resources on a one per student basis or class sets.

137
138 **PART II**

139
140 **A. ~~G.~~ SUPPLEMENTAL LEARNING RESOURCES:**

- 141 1. Supplementary learning resources are any medium, print or non-print, designed to
142 supplement the core learning resources purchased at the District or local school level.
143 [These materials include, but are not limited to, articles, online simulations,](#)
144 [worksheets, novels, biographies, speeches, videos, music, and similar resources](#)
145 [in any medium, including both physical or digital.](#)
- 146 2. Local Schools have the flexibility to acquire supplemental learning resources to support the
147 District provided core learning resources.

- 148 a. In no instance shall a school purchase instructional resources which supplant the Board
149 approved core learning resources without following the procedure for pilot projects as
150 outlined in Rule ICD-R (Pilot Projects).

151 **3. Non-School Owned Materials/Outside Presenters:**

152 All non-school owned print and non-print materials utilized in the instructional program by
153 teachers, students, and guest presenters shall be supportive of the adopted curriculum for
154 the course being taught and appropriate for the targeted audience. It is the responsibility
155 of the teacher to preview non-school owned materials prior to use and to inquire of a guest
156 presenter information regarding his/her objectives and the contents of his/her
157 presentation prior to the presentation.

158 **4. Materials Provided by Business and Commercial Concerns:**

- 159 a. The intent of the business or commercial concern contributing the material must be
160 judged to be of a community service nature rather than a matter of commercialism.
161 b. The use of instructional materials provided by business and commercial concerns must
162 be in keeping with District procedures intended to protect students from commercial
163 exploitation and to preserve instructional time from non-educational interference. The
164 District's procedures are detailed in Administrative Rule JHA-R (Student Activities Fund
165 Raising) and Administrative Rule KJ-R (Advertising in the Schools).
166

167 **B. SELECTION OF SUPPLEMENTAL LEARNING RESOURCES**

168 **Supplemental learning resources should be considered on the basis of the following:**

169 **1. The author or producer should be qualified as a subject specialist;**

170 **2. Concepts, content, and vocabulary should be appropriate for the potential user;**

171 a. **Content harmful to minors shall be prohibited. As defined in O.C.G.A. § 20-2-**
172 **324.6, "harmful to minors" means that quality or description or**
173 **representation, in whatever form, of nudity, sexual conduct, sexual**
174 **excitement, or sadomasochistic abuse, when it:**

175 (1) **Taken as a whole, predominantly appeals to the prurient, shameful, or**
176 **morbid interest of minors;**

177 (2) **Is patently offensive to prevailing standard in the adult community as a**
178 **whole with response to what is suitable material for minors; and**

179 (3) **Is, when taken as a whole, lacking in serious literary, artistic, political, or**
180 **scientific value for minors.**

181 b. **Content that includes advocates for divisive concepts shall be prohibited. As**
182 **defined in O.C.G.A § 20-1-11, "divisive concepts" means any of the following**
183 **concepts, including views espousing such concepts:**

184 (1) **One race is inherently superior to another race;**

185 (2) **The United States of America is fundamentally racist;**

186 (3) **An individual, by virtue of his or her race, is inherently or consciously**
187 **racist or oppressive toward individual of other races;**

188 (4) **An individual should be discriminated against or receive adverse treatment**
189 **solely or partly because of his or her race;**

190 (5) **An individual's moral character is inherently determined by his or her race;**

191 (6) **An individual, solely by virtue of his or her race, bears individual**
192 **responsibility for actions committed in the past by other individuals of the**
193 **same race;**

194 (7) **An individual, solely by virtue of his or her race, should feel anguish, guilt,**
195 **or any other form of psychological distress;**

196 (8) **Performance-based advancement or the recognition and appreciation of**
197 **character traits such as a hard work ethic are racist or have been**
198 **advocated for by individuals of a particular race to oppress individuals of**
199 **another race; or**

200 (9) **Any other form of race scapegoating or race stereotyping.**

- 201 (a) As defined in O.C.G.A. §20-1-11, "race scapegoating" means assigning
202 fault or blame to a race, or to an individual of a particular race because
203 of his or her race. Such term includes, but is not limited to, any claim
204 that an individual of a particular race, consciously and by the virtue of
205 his or her race, is inherently racist or is inherently inclined to oppress
206 individuals of other races.
207 (b) As defined in O.C.G.A. §20-1-11, "race stereotyping" means ascribing
208 character traits, values, moral or ethical codes, status, or beliefs to an
209 individual because of his or her race.

- 210 3. Facts presented should be accurate and up to date;
211 4. Information should be logically arranged;
212 5. Subject matter should hold the attention of the student;
213 6. Format of the material should be attractive and durable;
214 7. Illustrations should be pertinent and well executed;
215 8. Items should meet a real or potential need;
216 9. Evaluations from standard selection aids should be given consideration;
217 10. Topics of a sensitive nature (i.e. social, political, religious) should be given a
218 balanced treatment, with both pros and cons represented;
219 11. Equipment for purchase shall be considered on the basis of the following:
220 12. Quality;
221 13. Durability;
222 14. Ease of use;
223 15. Ease of maintenance and serviceability;
224 16. Functionality;
225 17. Safety; and
226 18. Cost.
227

228 **C. SUPPLEMENTAL LEARNING RESOURCES PREVIEW/PERMISSION:**

- 229 1. Preview:
230 Teachers are responsible for completely previewing all supplemental materials
231 (regardless of their source) before using them for whole-class instruction.
232 2. Permission:
233 The Teacher, Principal or designee of a school may require written permission
234 (Form **IFBC-4** [Parent/Guardian Permission Form for Supplementary
235 Materials]) of parents/guardians prior to the reading/viewing of supplementary
236 library media materials if in his/her opinion the content may be of a sensitive
237 nature within the school's community or the age group served by the school.
238

239 **D. ALTERNATIVE ASSIGNMENTS:**

240 Professional discretion of the Principal or designee and staff must be used in the use
241 of supplementary materials which might include topics of a sensitive nature as
242 perceived by the community served. Parents/guardians of a student always have
243 the option of requesting alternative assignments.
244

245 **PART III**

246 **A. H. SPECIAL EDUCATION:**

247 Due to the unique needs of students in special education programs, teachers and
248 administrators are authorized to select instructional resources to be consistent with the
249 Individualized Education Program (IEP) of each student. While separate adoption is not
250 required for special education programs and courses, special education students must be
251 provided, free of charge, appropriate instructional materials as dictated by their IEP's or other
252 program planning conducted for each student.
253

254
 255 Adopted: 7/26/79
 256 Revised: 4/28/83; 8/8/84; 6/7/91; 6/25/92, 1/13/93; 7/26/93; 7/28/94; 8/9/95; 11/10/99
 257 Reclassified an Administrative Rule: 9/1/04
 258 Revised: 1/13/10
 259 Revised and re-coded: 9/27/12 (Previously coded as Administrative Rule IJJ)
 260 Revised: 2/25/16; x/x/22
 261
 262 Legal Reference
 263 O.C.G.A. 20-1-11 **Protecting Students First Act**
 264 O.C.G.A. 20-2-1010 SBOE prescribes textbooks
 265 O.C.G.A. 20-2-168 Distribution of federal funds; summer school programs; year-round operation
 266 O.C.G.A.20-2-324.6 **Content Harmful to Minors**
 267 O.C.G.A. 20-2-786 **Parent Bill of Rights**
 268 Rule 160-4-4-.10 Textbook/Instructional Materials Selection and Recommendation
 269 Rule 160-4-4-.20 Learning Resources Advisory Committee