

IFAA-R Instructional Resources Selection and Acquisition

1/16/25

GSBA Reference: IFAA (Textbook Selection and Adoption)

RATIONALE/OBJECTIVE:

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

RULE:

Teachers and students need access to a comprehensive collection of learning resources customized to meet students' diverse learning needs and provide teachers with the necessary tools to teach the Cobb Teaching and Learning Standards effectively.

Instructional resources shall be approved based on the extent to which they are aligned with the Cobb Teaching and Learning Standards and District goals.

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

A. SOURCES OF CONTENT:

1. Locally Developed Resources (LDR) are resources created by the District's local school educators. They include, but are not limited to, multimedia resources, problem-based activities, unit and lesson plans, and assessments.
2. Open Educational Resources (OER) are any print or non-print resources available at little or no cost that can be used to support teaching and learning. The content can include, but is not limited to, textbooks, course readings, multimedia resources, simulations, games, quizzes, assessment tools, and related content that can be used for educational purposes.
3. Publisher-Produced Resources (PPR) are purchased content in print and/or non-print formats that could include, but are not limited to, textbooks, full courses, content cartridges, multimedia resources and professional learning services.
4. Custom Content Development (CCD) are resources and educational materials created or adapted to meet specific District needs, ensuring alignment with Cobb Teaching and Learning Standards and District goals. Formats can include but are not limited to multimedia resources, lesson plans, work text, digital content, and assessments.

PART I**A. CORE LEARNING RESOURCES:**

Core learning resources are the primary instructional materials for state-funded courses, excluding supplementary or ancillary content (See Part II below). These resources may include print or non-print materials, and custom-developed content, provided for use by entire classes or specific courses and aligned with the Cobb Teaching and Learning Standards.

B. CORE LEARNING RESOURCES NEEDS ASSESSMENT:

1. Before selecting core learning resources, an evaluation of current resources by course/subject will be conducted to determine and address learning resource needs.

2. The Learning Resources department and respective Teaching and Learning supervisor will analyze the needs assessment. The data gathered from the needs assessment will help determine the content for the Core Learning Resources Review Committee.

C. CORE LEARNING RESOURCES REVIEW COMMITTEE:

If the District identifies the need to purchase publisher content, the Learning Resource Department and the Teaching and Learning Supervisor will collaborate to form a Content Review Committee. Educators will be selected based on recommendations from local school principals.

1. Committee members will have unlimited access to all materials, including print and non-print materials, to evaluate the resources' alignment with the Cobb Teaching and Learning Standards.
2. All communication with the learning resource provider will be made through the Learning Resource department.

D. CUSTOM-CREATED CONTENT REVIEW COMMITTEE:

If the District identifies the need to create custom content based on the needs assessment, a Custom Content Development Committee will be established to oversee the development and review of all materials. The review committee will be created jointly by Learning Resources, Teaching and Learning, Accountability, and representatives from the relevant subject areas and schools.

1. Committee members will have unlimited access to all materials, including print and digital, to evaluate the resources' alignment with the Cobb Teaching and Learning Standards.
2. All communication with the publisher will be through the Learning Resource Department.

E. DISTRICT-WIDE REVIEW OF CORE LEARNING RESOURCES:

1. After the review committee(s) have evaluated the materials, the recommended resources will be made available at all schools for content/subject area teachers to review over 30 days. During this time, teachers can assess the print, non-print, and/or custom-developed content through hands-on, daily interactions.
2. The subject/content teachers will evaluate the resources on the following general criteria:
 - a. Resources shall support and be consistent with the District's mission, vision, and goals.
 - b. Resources shall directly support the Cobb Teaching and Learning Standards.
 - c. Resources shall include digital learning resources that are device agnostic can be integrated into the Cobb Teaching and Learning System (CTLIS).
 - d. Resources shall promote the integration of higher-level thinking skills.
 - e. Resources shall meet high standards of quality in factual content and presentation.
 - f. Resources shall be appropriate for the course/subject area.
 - g. Resources shall be appropriate for the student's age and emotional and social development.
 - h. Resources shall enhance the user's experience and have aesthetic and literary value.
 - i. Resources shall avoid bias and adhere to standards of sensitivity relative to student race, gender, religion, culture, ethnicity, disability, and socioeconomic status in compliance with applicable state and federal law and district policies and rules.

F. COMMUNITY REVIEW OF CORE LEARNING RESOURCES:

1. The resources under review will be available district wide and to the public throughout the review period. All print, non-print, and digital resources will be available for review at a central location during regular business hours for a minimum of ten (10) working days. District staff and community members who wish to review suggested resources will be asked to provide feedback, and this data will be used to inform the decision-making process.
2. Any materials identified as possibly inappropriate shall be brought to the Superintendent's or designee's attention.

3. Material determined to be inappropriate to the general population of Cobb County shall be returned to the review committee for reconsideration.

G. RECOMMENDATION FOR ACQUISITION OF CORE LEARNING RESOURCES:

1. The learning resources committee will collect and analyze all data gathered during the review period regarding:
 - a. Cobb Teaching and Learning Standards alignment;
 - b. General criteria;
 - c. Specific subject area and course criteria;
 - d. Digital resources and ease of use;
 - e. Student and teacher feedback; and/or
 - f. District wide and public feedback.
2. Technology Services will conduct a technical review of all recommended resources to ensure compatibility with CCSD hardware and networks.
3. Based on the data **and technical review, the learning resources committee will make a recommendation** to the Superintendent.
4. The Superintendent or designee will present a full report and recommendation to the Board.
5. The criteria for acquiring supplementary resources should be consistent with the general criteria for selecting core learning resources.
6. If the need arises for a limited review of core learning resources, such as for a newly developed course, an ad hoc committee must be formed to review proposed material. Ad hoc committees must have a minimum of three members familiar with the course's standards. The criteria for the acquisition of core learning resources for a newly developed course should be consistent with the general criteria.

PART II

A. SUPPLEMENTAL LEARNING RESOURCES:

1. Supplemental learning resources are resources in any medium, print or non-print, designed to supplement the core learning resources purchased at the District or local school level. These materials include, but are not limited to, articles, online simulations, worksheets, novels, biographies, speeches, videos, music, and similar resources in any medium, including both physical or digital.
2. Local schools have the flexibility to acquire supplemental learning resources to support the District-provided core learning resources.
 - a. In no instance shall a school purchase instructional resources which supplant the Board approved core learning resources without following the procedure for pilot projects as outlined in Administrative Rule ICD-R (Pilot Projects).
3. **Non-School Materials/Outside Presenters:**
All non-school print and non-print materials utilized in the instructional program by teachers, students, and guest presenters shall be supportive of the adopted curriculum for the course being taught and appropriate for the targeted audience. It is the responsibility of the teacher to preview non-school materials prior to use and to inquire of a guest presenter information regarding his/her objectives and the contents of his/her presentation prior to the presentation.
4. **Materials Provided by Businesses and Commercial Entities:**
 - a. The intent of the business or commercial entity contributing the material must be judged to be of a community service nature rather than a matter of commercialism or profit.
 - b. The use of instructional materials provided by businesses and commercial entities must be in keeping with District procedures intended to protect students from commercial exploitation and to preserve instructional time from non-educational interference. The

District's procedures are detailed in Administrative Rule JHA-R (Student Activities Fund Raising) and Administrative Rule KJ-R (Advertising in the Schools).

B. SELECTION OF SUPPLEMENTAL LEARNING RESOURCES

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

1. The author or producer should be qualified as a subject specialist;
2. Concepts, content, and vocabulary should be appropriate for the potential user;
 - a. Content harmful to minors shall be prohibited. As defined in O.C.G.A. §20-2-324.6, "harmful to minors" means that quality or description or representation, in whatever form, of nudity, sexual conduct, sexual excitement, or sadomasochistic abuse, when it:
 - (1) Taken as a whole, predominantly appeals to the prurient, shameful, or morbid interest of minors;
 - (2) Is patently offensive to prevailing standard in the adult community as a whole with response to what is suitable material for minors; and
 - (3) Is, when taken as a whole, lacking in serious literary, artistic, political, or scientific value for minors.
 - b. Content that advocates for divisive concepts shall be prohibited. As defined in O.C.G.A. §20-1-11, "divisive concepts" means any of the following concepts, including views espousing such concepts:
 - (1) One race is inherently superior to another race;
 - (2) The United States of America is fundamentally racist;
 - (3) An individual, by virtue of his or her race, is inherently or consciously racist or oppressive toward individuals of other races;
 - (4) An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race;
 - (5) An individual's moral character is inherently determined by his or her race;
 - (6) An individual, solely by virtue of his or her race, bears individual responsibility for actions committed in the past by other individuals of the same race;
 - (7) An individual, solely by virtue of his or her race, should feel anguish, guilt, or any other form of psychological distress;
 - (8) Performance-based advancement or the recognition and appreciation of character traits such as a hard work ethic are racist or have been advocated for by individuals of a particular race to oppress individuals of another race; or
 - (9) Any other form of race scapegoating or race stereotyping.
 - (a) As defined in O.C.G.A. §20-1-11, "race scapegoating" means assigning fault or blame to a race, or to an individual of a particular race because of his or her race. Such term includes, but is not limited to, any claim that an individual of a particular race, consciously and by the virtue of his or her race, is inherently racist or is inherently inclined to oppress individuals of other races.
 - (b) As defined in O.C.G.A. §20-1-11, "race stereotyping" means ascribing character traits, values, moral or ethical codes, status, or beliefs to an individual because of his or her race.
3. Facts presented should be accurate and up to date;
4. Information should be logically arranged;
5. Subject matter should hold the attention of the student;
6. Format of the material should be attractive and durable;
7. Illustrations should be pertinent and well executed;
8. Items should meet a real or potential need;
9. Evaluations from standard selection aids should be given consideration;
10. Topics of a sensitive nature (i.e. social, political, religious) should be given a balanced treatment, with both pros and cons represented; and
11. Equipment for purchase shall be considered on the basis of the following:
 - a. Quality;
 - b. Durability;

- c. Ease of use;
- d. Ease of maintenance and serviceability;
- e. Functionality;
- f. Safety; and
- g. Cost.

C. SUPPLEMENTAL LEARNING RESOURCES PREVIEW/PERMISSION:

1. Preview:

Teachers are responsible for completely previewing all supplemental materials (regardless of their source) before using them for whole-class instruction.

2. Permission:

The Teacher **or** Principal/designee of a school may require written permission (Form IFAA-1 [Parent/Guardian Permission Form for Supplementary Materials]) of parents/guardians prior to the reading/viewing of supplementary materials if in his/her opinion the content may be of a sensitive nature within the school’s community or the age group served by the school.

D. ALTERNATIVE ASSIGNMENTS:

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

PART III

A. SPECIAL EDUCATION:

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

Revision Timeline*:

Adopted: 7/26/79

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

Reclassified an Administrative Rule: 9/1/04

Revised: 1/13/10

Revised and re-coded: 9/27/12 (Previously coded as Administrative Rule IJJ)

Revised: 2/25/16; 7/1/22; 1/16/25

**Administrative Rules and Board Policies are reviewed on a regular basis. Dates indicate when revisions were made, not the dates of document review.*

Division: Academics (Teaching & Learning)

Legal Reference

O.C.G.A. 20-1-11

Protecting Students First Act

O.C.G.A. 20-2-1010

SBOE prescribes textbooks

O.C.G.A. 20-2-168

Distribution of federal funds; summer school programs; year-round operation

O.C.G.A.20-2-324.6

Content Harmful to Minors

O.C.G.A. 20-2-786

Parent Bill of Rights

Rule 160-4-4-.10

Textbook/Instructional Materials Selection and Recommendation

Rule 160-4-4-.20

Learning Resources Advisory Committee