

FADIMA 2016 Conference
Thursday, October 7, 2016
Unconference Notes (1:30 PM - 4:45 PM)

1. Advanced Placement -

Dana Schaefer, from Pinellas County, shared some ways they handle AP in their district. They purchase AP textbooks with Instructional Materials money, and they also utilize AP Enhancement Funds. They emphasized that a key component is how you train and work with your school leaders.

It was brought up that the 'politics' of the College Board is tough on our school districts. The statement was made that the colleges are in effect determining standards for our schools' AP students. Someone shared that the number of AP courses is growing exponentially and that some students are being put into AP classes due to funding changes.

The group discussed that an adoption process for AP textbooks is not required, but that having one is a more cost effective practice. Pinellas, Hillsborough and Alachua Counties adopt their AP textbooks. It was shared that the College Board has recommended textbooks on their website. The group seemed to agree that the districts need to establish an 'AP Process' in order to drive how AP textbooks are handled. Someone said that many districts buy one AP textbook per course.

Someone suggested that this type of information is what we need on our FADIMA website. Many agreed that the website needs to include state statutes and along with practices followed by the different districts in the state of Florida.

2. District Budget -

Dr. Sheila Brandt, from Escambia County, shared that they have one district-wide budget. Instructional Materials purchases come through their Instructional Materials office. It was stated that some of their schools manage their instructional materials very well. Also, it can be difficult when you ask schools to share materials. One factor that can make the process more difficult is when the Instructional Materials Administrators are transferred in and out of the different schools so frequently. Something that appears to be common to all districts is that there isn't usually money left over for the supplemental materials once the core materials are purchased.

There was a discussion on how many Florida districts use Destiny to inventory their textbooks. It was emphasized that providing schools with proper processing and barcoding procedures was very important. This has been very helpful in the past for the middle (junior) and high schools to know what is available from like schools when materials are needed. One school district shared that they have a warehouse where 'extra' textbooks are housed.

The question was raised about how to purchase for AP and IB programs. The consensus was clear that it is handled differently from district to district. Pinellas shared that they have an Advanced Studies Department in their district.

3. Dual Enrollment Materials Fulfillment Procedures -

The discussion started with the question, "How are districts dealing with Dual Enrollment?" It was agreed upon that Dual Enrollment has been rough on many districts in Florida. One FADIMA member shared that this Fall in her district, there were 1,060 Dual Enrollment students, and that she individually had 'touched' over 3,300 textbooks.

Someone brought up vouchers for access codes. The group as a whole indicated that the vouchers are becoming more and more prevalent. One district said that they put their vouchers into Destiny, and then they could 'wipe' them out when they were no longer needed by the student.

Rob Stratton, from Lee County, described the two processes his office uses for distributing Dual Enrollment materials to students. The first is one in which his office orders the textbooks for the students, and then the students come in to his office to pick them up. At the end of the term, the students return their textbooks to his office. The second process involves ordering the textbooks, and then delivering them to the students at their schools. These same books are then picked up at the schools by his office once the term is over. Rob's office doesn't purchase textbooks from the university at all. They purchase them from the 'used' college bookstore located across the street from the university. Rob shared that they work directly with Pearson on their access cards. They do not put their access codes into Destiny. They send each school an envelope containing a list of access codes that they then distribute to their Dual Enrollment students. Rob's office uses a spreadsheet to then keep this process organized.

The discussion led to the fact that charter, private, and home school students do not participate in Florida's K-12 public school Dual Enrollment Program. Charter schools receive money a percentage at a time, and they are not required to purchase instructional materials, but do receive instructional materials dollars. They are responsible for tuition and textbooks.

Another district shared that their high school counselors go on-site to the colleges to collect the textbooks their Dual Enrollment students checkout from them.

It was reiterated that you cannot use Instructional Materials money to pay for software or hardware. You can only use it to purchase textbooks.

4. FADIMA 101 -

This discussion focused on the need to have more members sign up for our various committees. A brief overview of each committee listed below was given.

- a. Audit
- b. Awards
- c. Conference
- d. Digital
- e. Legislative
- f. Membership
- g. Nominations
- h. Public Relations

5. Gap Year -

This discussion started with the question, “Why are the gap years mushrooming?” It was brought up that in the past, we held grade level adoptions. K-6 was one year, and then 7-12 was the next. Now the adoptions are by subject area. The term ‘gap’ was described as the time between the expiration of the last contract and the year we can write a new contract. Cathy Seeds, Director of Library Media and Instructional Materials for the FDOE explained that the ‘mushroom’ will only last for three more years, because Social Studies is “on track.” She also added that Science was pushed back a year.

Pinellas shared that Florida School Book Depository (FSBD) assists them now by storing textbooks for them in their warehouse.

The following question was asked by one of the FADIMA members. “During the Gap year, does the 50% digital requirement still apply?” Cathy Seeds said we look into this question. She stated that the district must have a core book and that a supplementary book could be purchased to work in concert with the core.

Dana Schaefer brought up an important point. She said that districts cannot receive “free” stuff from a publisher for a subject area 18 months prior, or 18 months after the textbook adoption year for that particular subject.

6. IMS Global and Single Sign-on -

George Perreault, ClassLink Chief Academic Officer, led this discussion. He emphasized how the Instructional Resources and Information Technology Departments for our Florida K-12 school districts need to work together in an effort to standardize the data we share with publishers from whom we acquire online instructional materials. He said we should “talk with our money,” and suggested we give the publishers our data in the OneRoster format, and then once they have ‘consumed’ it, they would be paid. The districts need to use the same language and let the publishers know exactly what we want.

Someone in the group pointed out that this process relies heavily on student course scheduling. George shared that ClassLink has a OneRoster Validation Tool. He mentioned also that he was glad to hear that the FDOE was looking in to the IMS Standard.

George continued the discussion about how IMS Global and single sign-on work. The current version is 1.1 and they have a crosswalk where you can provision the content and you don't have to give teachers and students access codes to their online content. The files we send them are consumed, the classes are rostered with students and single sign-on is provided.

St. Johns County shared that they lost their educational technology personnel, so instructional personnel at the district are responsible for helping teachers and students log in to their online instructional resources.

Another county added that they task their Curriculum Specialists with managing logins for their various online resources.

7. Media Allocations and Distribution -

Dr. Sheila Brandt, Escambia County, stated that the Media Money received from the state is supposed to go to the Media Specialists at the various district schools. This money is determined by the FTE for each individual school.

It was suggested that our group take a look at the Miami-Dade policies regarding this topic. Someone also emphasized that equity should be taken into consideration.

Rob Stratton, from Lee County, shared that Reading K-12 Funds were being used at his school to build the digital collection of their different schools. During this part of the discussion, it appeared that each district handles this in its own way.

Dr. Brandt added that it is vital that the principal of the school sees media as a "piece of the curriculum." She stated that she historically worked at schools where the principal valued the importance of the Media Program. Dr. Brandt brought out that in some districts you have to request to know the amount of money the individual schools receive for Library/Media. She said that you have to be able to catalogue something and then check it out for it to carry the Library/Media title.