

Iowa Department of Education
 Spring BEDS 2012
 School Minutes Webinar - 2012

Slide	Topic	Talking Points	Required Action
1. Welcome	Welcome	1. Thank you for joining us for this Spring BEDS webinar entitled <i>Reporting School Minutes</i> . 2. My name is Mike Baethke and I'll be your host for this session. 3. The purpose of this session is review key elements in the reporting of school minutes at the building level.	Advance Slide
2. Opening	Opening Date	4. The opening <u>date</u> for Spring BEDS 2012, May 07, 2012.	Advance Slide
3. Title Slide	Reporting School Minutes	6. The focus of this webinar will be on the most problematic issues related to accurately reporting school minutes on the Spring BEDS application. 7. If you do not have a copy of your 2012-13 Master Calendar at this time, it would be beneficial to locate it now. 8. I would also remind you that if you have any questions regarding the reporting of Spring BEDS minutes, our contact information can be found within the Spring BEDS application and it will be posted at the end of this webinar.	Advance Slide

		<p><u>schedule.</u></p> <p>19. The model calendar has 14 partial student contact days.</p> <p>Click to advance slide.</p> <p>20. <u>Once</u> a total number of partial days are identified, districts can then determine the number of full days of instruction.</p> <p>21. <u>Determine</u> the number of partial days. Then subtract that number from the total number of direct instruction days to determine the number of full days.</p>	<p>Click to bring in note.</p> <p>Advance Slide</p>
6. Full Day Minutes	Full Day Minutes	<p>22. Report this data in the appropriate field.</p> <p>23. Then determine <u>the number</u> of minutes in a full day of instruction.</p>	<p>Click to bring in note.</p> <p>Advance Slide</p>
7. Full Day Minutes	Bell-to-Bell Minutes	<p>24. Code requires a minimum of 5.5 hours of instruction each day.</p> <p>25. That converts to 330 minutes.</p> <p>26. The average throughout the state last year was 6.6 hours of instruction</p> <p>27. <u>Determine</u> the number of minutes in a full day of instruction at each building.</p>	<p>Advance Slide</p>
8. Full Day Minutes	Reporting Total Minutes	<p>28. The model uses 6.5 hours or <u>390 full day minutes.</u></p>	<p>Advance Slide</p>

9. Full Day Minutes	Calculations	<p>29. Once the total number of full days and the number of minutes in a full day are entered, the <u>application will calculate the total number of annual full-day minutes.</u></p>	Click to bring in note.
10. Partial Day Minutes	Bell-to-Bell Minutes	<p>30. However, each building must calculate <u>the total number of partial day minutes.</u></p> <p>31. Consider the various types of early release or late start schedules associated with the building.</p> <p>32. Buildings are required to report the total number of partial days and the cumulative total of partial day minutes.</p> <p>33. The example has two different types of partial day schedules – a 5.5 hour day and a 4.5 hour day.</p> <p>34. Each type of partial day schedule will need to be calculated and the cumulative total reported.</p>	Advance Slide
11. Partial Day Minutes	Calculation	<p>35. There are five days with a 1:30 p.m. dismissal.</p> <p>36. There are nine days with a 2:30 p.m. dismissal.</p> <p>37. Therefore, post 14 partial days.</p> <p>38. Calculate the total number of partial day minutes and post to the application.</p>	Click to bring in note. Advance slide.
12. Transition Minutes	Title Slide	<p>39. The next calculation is related to number of student transitions that occur throughout the day when students move from one area to another.</p> <p>40. This may seem somewhat obvious, but there are <u>some issues</u> to consider.</p>	Advance Slide

13. Transition Minutes	Transitions - Table	<p>41. First, consider the number of transitions in a given day.</p> <p>42. This will vary depending on the type of schedule and the grade configuration within the building.</p> <p>43. Then consider the amount of time per transition.</p> <p>44. The total number of transition minutes per day must be multiplied times the total number of days in order to determine the annual number of transition minutes.</p> <p>45. Be sure to <u>adjust if transitions</u> were eliminated or reduced for partial day schedules.</p>	Advance Slide
14. Transition Minutes	Post Minutes	<p>46. Buildings must post annual cumulative totals for full and partial day transition minutes.</p>	Advance Slide
15. Transition Minutes	Master Schedule	<p>47. When calculating this data, look at the building's Master Schedule.</p> <p>48. Note the number of periods in a day.</p> <p>49. Be cognizant of "breaks" in the school day that are not defined as a traditional period.</p> <p>50. For example, "Read" is a break in the day, but not counted as a period.</p> <p>51. Also, be aware of transitions before and after the lunch period,</p> <p>52. Notice there are transitions out of third block and a transition out of the lunchroom into the next class.</p>	Advance Slide
16. Transition Minutes	Transition Minutes Reminder	<p>53. Transition Minutes are to be reported annually which will require some calculation based on the different types of building-level schedules.</p>	Advance Slide

		<p>54. Based on the nature of elementary schools, curricula may be delivered in a single classroom, and therefore transitions may be few.</p> <p>55. Post only transition times identified on the building's master schedule.</p>	
17. Lunch Minutes	Title Slide	<p>56. <u>Another required</u> calculation is Annual Lunchtime Minutes</p>	Advance Slide
18. Lunch Minutes	Lunch Time Minutes Chart	<p>57. Please consider the number minutes scheduled for lunch on full days vs. partial days.</p> <p>58. If the amount of time for lunch is reduced because of a partial day schedule, then those partial days must be calculated <u>and totaled</u> as depicted by the various colors on this slide.</p>	Advance Slide
19. Lunch Minutes	Lunch Master Schedule	<p>59. Note that in this slide there is no transition time to or from lunch.</p> <p>60. Lunch is posted as 30 minutes; however, students move to and from lunch all within the 30 minute lunch period.</p> <p>61. Calculate the number of lunch minutes based on what is posted <u>for lunch</u> on the building's master schedule.</p> <p>62. If students are allocated 30 minutes for lunch, which includes transition time, report it as a 30 minute lunch period with no transition time.</p> <p>63. At the elementary level, calculations should be based on the amount of time students are given to eat lunch.</p>	Advance Slide

		<p>64. Do not include “outside time” right after lunch as part of lunchtime minutes.</p> <p>65. Report only those minutes allocated for eating lunch.</p>	
20. Lunch Time Minutes	Split Lunch Period	<p>66. At the high school or middle school, numbers may dictate multiple lunch shifts.</p> <p>67. Some of those lunch shifts may be a few minutes longer or shorter than the others.</p> <p>68. <u>Base these calculations on the amount of time all students get for lunch.</u></p> <p>69. For example, Lunch A students get 30 minutes for lunch. Lunch period B gets 25 minutes of lunch and lunch C gets 30 minutes for lunch.</p> <p>70. In each lunch period all students have at least 25 minutes for lunch. Granted, A and C have 30 minutes which is five minutes more than B lunch, <u>but all students get at least 25 minutes.</u></p> <p>71. Please call if you have additional question regarding the calculation of minutes for “multiple lunch periods” at the elementary or secondary level or any other questions <u>related</u> to the reporting of annual lunchtime minutes.</p>	Advance Slide
21. Lunch Time Minutes	Lunch Time Minutes Reminder	<p>72. Report lunchtime minutes based on the cumulative total for the year.</p> <p>73. Ask yourself, “How many days did we serve lunch in the building?”</p> <p>74. Be especially cognizant of whether lunch was served on the last day of school or any other day when classes were dismissed early.</p>	Advance Slide

22. Release Time	Title Slide	<p>75. The final reported data set relates to teacher release time for working beyond the normal contract day during Parent/Teacher Conferences.</p>	
23. Comp Days	Post Days	<p>76. Districts are to report the number of “comp” days provided for teachers directly attributed to working beyond the normal contract hours the week of Parent /Teacher Conferences. If guidelines established by the <i>Iowa Code</i> are followed, these days can be counted as a minimum day of school.</p> <p>77. Post the number of “Comp Days.”</p> <p>78. Typically this number will be similar throughout the district.</p> <p>79. Please note this is not the number of Parent/Teacher Conference Days held throughout the district.</p> <p>80. The descriptor of these days at the district level may vary, but the Department needs to capture the number of days that teachers and students were released, yet the day is reported as a student contact day.</p>	Advance Slide
24. Instructional Minutes	Review Reminder	<p>81. Once all questions have been answered, districts will have an opportunity to review calculated data.</p> <p>82. <u>Please be aware that all data needs to be reported on an annual basis.</u></p> <p>83. Districts are responsible for accurately calculating and reporting school minutes data.</p> <p>84. If errors exist, select the “Return to Questions” button and address the issue.</p>	Advance Slide

		85. If data are accurately reported, select the “Submit School Minutes” button.	
25. Certification	Certification Date	86. All elements of the Spring BEDS application will need to be completed and submitted to the Department by Friday, June 15, 2012.	
26. Contact Information	Mike Baethke	<p>87. Again, my name is Mike Baethke and you may contact me based on the information provided on the slide.</p> <p>88. My phone number and e-mail link can be found at the bottom of each page of the Fall BEDS application.</p>	Advance Slide
27. Contact Information	Marlene Dorenkamp	<p>89. You may <u>also</u> contact Marlene Dorenkamp if you need help with Spring BEDS.</p> <p>90. Her contact information is posted here as well as within the Spring BEDS application.</p>	Advance Slide
28. Thank You	Thank You	<p>91. Thank you for viewing this webinar.</p> <p>92. Please feel free to contact us if you need additional clarification or information.</p>	Stop