

School Design Plan for Kiley Prep

[at M. Marcus Kiley Middle School]

Respectfully Submitted to the Board of Directors for the
Springfield Empowerment Zone Partnership

Julia St. Martin,
Founding Principal

June 4, 2020

I. Mission

Why we exist as a school: enduring truths about our school that have no expiration date

Kiley Prep at M. Marcus Kiley Campus focuses on student ownership of authentic instruction by prioritizing the following three dimensions of success: mastery of knowledge and skills, character, and high quality student work. Our mission is to lift and leverage the highest quality instruction that will enable our students to go beyond surface level learning and engage in enduring understandings.

All students will fully engage in grade-level standards aligned curriculum, take robust assessments to demonstrate mastery towards standards, and complete authentic tasks that prepare them for real world challenges and community contributions.

Our instructional vision values : critical thinking, creativity, communication, collaboration, and character as the cornerstone of student success in high school, college, and career.

II. Core Values

What we believe: fundamental values that are central to the *instruction, the culture and the structure* of our school, and reflect how we want to demonstrate progress to our mission

Mastery of Knowledge and Skills:

- ❖ Students will demonstrate proficiency and deeper understanding by showing mastery of a body of knowledge and skills within each discipline.
- ❖ Students are able to think critically, analyze, evaluate, and synthesize complex ideas, consider multiple perspectives, and apply their learning by transferring knowledge and skills to meaningful tasks.
- ❖ Students will be able to communicate clearly and effectively by writing, speaking, and presenting ideas through a variety of media within and across disciplines.

Character:

- ❖ Students will work to become effective learners and develop mindsets and skills for success by focusing on habits of character such as: initiative, responsibility, perseverance, and collaboration.
- ❖ Students will work to become ethical people by treating others with respect and stand up for what is right through empathy, integrity, respect, and compassion.
- ❖ Students will contribute to a better world by using new learning to improve the community (school and beyond) through citizenship and service.

High Quality Student Work:

- ❖ Students will create complex work that demonstrates higher order thinking, multiple perspectives, and transfer of understanding.

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- ❖ Students will create authentic work that demonstrates original thinking, connections to real world issues and formats, and create work that is meaningful to the community beyond the classroom.

Ownership:

- ❖ Students will gather and present evidence on three specific yearly goals, crafted around Literacy, Math-Sciences, and Social Emotional Learning (Habits of Character Targets) through student-led conferences.
- ❖ Students will demonstrate ownership and engagement of yearly goals and reflect on their own learning, through advisory goal setting, student-led conferences (S.L.C.), family engagement, instructional feedback, and guidance counselor support.
- ❖ Students are learning with a purpose, building enduring understandings of concepts, and applying their skills and knowledge through interdisciplinary authentic tasks. Quarterly benchmarking will map student success, culminating in an end of year / spring community symposium. Students will use Crew to curate evidence of growth through student portfolios to work towards this culminating project tied to grade level exit goals.

III. Graduate Profile

What we seek for our graduates and how we will measure our success

A Graduate at Graduation Will Have the Following Knowledge, Skills and Core Experience			As Evidenced By These Measures.
<u>Knowledge</u>	<u>Skills</u>	<u>Core Experiences</u>	<u>Measurements</u>
<p>Students will understand ...</p> <p>Overarching cross curricular enduring understandings:</p> <p>In order to show mastery within each content, students will apply their learning and transfer knowledge to meaningful tasks by thinking critically to analyze, evaluate, and synthesize complex ideas and consider multiple perspectives.</p> <p>In order to become effective learners, students will understand the importance of developing mindsets for college, career, and life by demonstrating initiative,</p>	<p>Students will be able to...</p> <p>Transfer Skills <i>Kiley Prep transfer goals are derived from the Common Core College and Career readiness anchor standards.</i></p> <p>Cross Curricular Skills: The mission of Kiley Prep is to develop students who are independently able to use their learning effectively in order to...</p> <p>Engage in project based, cross curricular inquiry, reading, research, discussion, writing, and develop presentations that</p>	<p>Students will possess the unique opportunity to...</p> <p>1. Effectively Communicate: Use various media to interpret, question, express knowledge, information, ideas, feelings and reasoning to arrive at sound understanding of authentic learning task</p>	<p>Mastery of Knowledge and Skills:</p> <ul style="list-style-type: none"> ● Formative/Summative Assessment (Unit) ● Benchmark Assessments(Fall, Mid-Year, End of Year) ● I.P.G. Achieve the Core ● MCAS ● On Demand Writing (Common Core Writing Rubric) ● EL Deeper Learning Rubric

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<p>responsibility, perseverance, and collaboration.</p> <p>In order to contribute to a better world, students will understand the importance of using their learning to improve the community.</p> <p>In order to create complex work students will understand the importance of higher order thinking, multiple perspectives, and the transfer of skills.</p> <p>In order to demonstrate craftsmanship, students will understand the importance of creating work that is accurate and unique in conception and execution.</p> <p>In order to create authentic work, students will understand the importance of original thinking and voice, connection to real work issues and formats, and the importance of creating work meaningful to the community beyond the classroom.</p> <p>Content specific enduring understandings tied to transfer goals:</p> <p>Literacy: ELA & Humanities</p> <p>Proficient readers and writers cite concrete evidence from a text to support their analyses of what the text says explicitly and inferentially.</p> <p>Proficient readers engage in an ongoing process of extracting information from a text and tracking the development of central ideas to comprehend the whole of a text.</p> <p>Proficient readers assess the author’s point of view or purpose and the use of rhetorical devices to</p>	<p>demonstrate authentic learning, content connections, and community connections.</p> <p>Raise and refine questions and organize arguments and explanations by using structures such as comparison and contrast, cause and effect, or problem and solution.</p> <p>Apply different forms of analysis, including contextually rich reading, visual analysis, spatial/geographical analysis, or quantitative reasoning.</p> <p>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>Use technology, including the Internet, to produce and publish</p>	<p>2. Creatively Solve Problems: Use original and flexible thinking to communicate ideas or construct a unique product or solution</p> <p>3. Contribute to their community: Work in diverse groups to achieve common goals.</p> <p>4. Self-Direction: Self-Manage Their Learning- Initiate and manage learning through self-awareness, self motivation, self-control, self-advocacy and adaptability as a reflective learner</p> <p>5. Produce Quality Work: Recognize and produce work of high quality</p> <p>6. Responsibly Use Information: Demonstrate a proficiency to effectively and ethically find and use information</p>	<ul style="list-style-type: none"> EL Learning Target Rubric Hess Rigor Matrix) https://static.pdesas.org/content/documents/M2-Activity_2_Handout.pdf <p>Character:</p> <ul style="list-style-type: none"> Swiss Data Tracking Student Led Conference Portfolio Student Led Conference January and Spring Grade level community symposium-Grounded in Essential question--quarterly project based experiences that lead to culminating public performance EL Habits of Character Rubric Crew Habits of Scholarship Grades EL Management in the Active Classroom Rubric and monthly learning walks: Effective Learners / Ethical People dimensions Quarterly Student Surveys Quarterly Parent Surveys <p>High Quality Student Work:</p> <ul style="list-style-type: none"> EL High Quality Student Work Protocol trends
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<p>determine how it shapes the content and style of the text.</p> <p>Proficient readers and writers evaluate and integrate content in various formats and media to gain clarity about a topic and communicate a complete account.</p> <p>Proficient readers and writers evaluate an author’s argument by examining valid reasoning and relevant and sufficient evidence in order to determine the validity of the claim.</p> <p>Proficient readers and writers glean a more thorough and accurate account of a subject matter or issue by comparing and contrasting multiple texts on the same topic.</p> <p>Proficient readers and writers develop skills and strategies necessary to appreciate literature and informational texts through independently and proficiently reading, comprehending, and writing about complex text.</p> <p>Scholars of the humanities understand diverse perspectives and acknowledge that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience.</p> <p>Scholars of the humanities understand the values of their own heritage while embracing our common ideals and shared experiences as they develop their own rigorous thinking about accounts of events.</p> <p>Math:</p>	<p>writing as well as to interact and collaborate with others.</p> <p>ELA: The mission of the ELA department is to develop students who are independently able to use their learning effectively in order to:</p> <p>Write extensively across the three critical genres of narrative, argumentative, and expository for various audiences and purposes (inform, explain, entertain, persuade, challenge or change).</p> <p>Read grade-level complex texts in order to grapple with works that extend across genres, cultures, and centuries that will serve as models for student ownership over thinking, reading, and writing.</p> <p>Students will analyze, evaluate, and critique ideas and arguments critically to gain insights into the human condition.</p> <p>Humanities: The mission of the Humanities department is to develop learners who are independently able to use their learning effectively in order to:</p> <p>Use knowledge of patterns of history and cross curricular understandings to better understand the present and prepare for the future.</p> <p>Critically appraise historical claims and analyze contemporary issues through meaningful and rigorous text sets.</p>		<ul style="list-style-type: none"> ● Grade level community symposium student work audit ● Uncommon Schools: See Name Do Protocol ● EL Authentic Assessment Protocol and Rubric
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<p>Proficient mathematicians use problem solving that requires the recognition of relationships.</p> <p>Proficient mathematicians Make predictions, inferences, and decisions that depend on analyzing and interpreting numerical data.</p> <p>Proficient mathematicians use multiple representations that can describe real world situations.</p> <p>Proficient mathematicians use Symbolic notation that translates into real world situations and into mathematical language.</p> <p>Science</p> <p>Scientists analyze and interpret evidence to solve problems and make decisions.</p> <p>Scientists make inferences and generalizations about various types of information and draw conclusions from a variety of sources.</p> <p>Scientists gather, classify, sequence, and interpret information and visual data in order to recognize how organisms, places, and events shape our world.</p> <p>Scientists recognize and analyze spatial relationships in order to see the relationship between and among organisms and places.</p>	<p>Participate as an active civil citizen in a democratic society within their global, national, and local communities.</p> <p>Math: The mission of the Math department is to develop learners who are independently able to use their learning effectively in order to:</p> <p>Effectively use strategies and sound math reasoning to tackle never before seen problems involving real world and theoretical challenges.</p> <p>Develop arguments based on mathematical statistical claims and evidence.</p> <p>Science: The mission of the Science department is to develop learners who are independently able to use their learning effectively in order to:</p> <p>Make informed judgements and decisions with a balance of curiosity, skepticism, and social perspective.</p> <p>Communicate scientific ideas, arguments, and /or results for a variety of purposes and audiences.</p> <p>Make sense of problems or phenomena and construct solutions through disciplined trial and error.</p>		
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**Springfield Public Schools
2020-2021 Student Calendar
Kiley Prep
180 Cooley Street, Springfield, MA 01128**



Student Hours 7:25 AM - 3:00 PM ; see calendar for additional special student early release days

Teacher Hours 7:15 AM - 3:00 PM (Mon, Thurs & Fri); 7:15 AM - 5:00 PM (Tues & Wed)

Aug 17-20: Staff Orientation/PD
Aug 24-28: Teacher PD
Aug 28: Convocation
Aug 31: School Begins

August 2020				
MON	TUE	WED	THU	FRI
	3	4	5	6
	10	11	12	13
	17	18	19	20
	24	25	26	27
	31			

Feb 15: Schools Closed - Presidents Day
Feb 16 - 19: Schools Closed - Mid-Winter Vacation

February 2021				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

Sep 7: Schools Closed - Labor Day
Sep 8: Early Release at 1:00pm

September 2020				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Mar 12: Schools Closed - Teacher PD Day

March 2021				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Oct 12: Schools Closed - Columbus Day
Oct 13: Early Release at 1:00pm

October 2020				
MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Apr 2: Schools Closed - Good Friday
Apr 19: Schools Closed - Patriots Day
Apr 20 -23: Schools Closed - Spring Vacation

April 2021				
MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Nov 3: Schools Closed - Teacher PD Day (Election Day)
Nov 11: Schools Closed - Veterans Day
Nov 25 - 27: Schools Closed - Thanksgiving Vacation

November 2020				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May 31: Schools Closed - Memorial Day

May 2021				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Dec 23: Early Release at 11:35am
Dec 24 - 31: Schools Closed - Holiday Vacation

December 2020				
MON	TUE	WED	THU	FRI
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Jun 24*: End of School Year - Early Release for Students & Staff

June 2021				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
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Jan 1: Schools Closed - New Years Day
Jan 6: Schools Closed - Teacher PD Day
Jan 18: Schools Closed - Dr. Martin Luther King, Jr. Day
Jan 19: Early Release at 1:00pm

January 2021				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
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*Calendar includes five (5) additional pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.

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 Student Early Release



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- School Closed
- Staff Early Release
- Regular Day + 5pm release
- Regular Day + 3pm release
- Student Early Release + PD
- Full Day PD

Kiley Prep will be under the leadership of Principal Julia St.Martin.

1. Allocation of discretionary funds made available by the principal, including in areas such as: wraparound services for students and families, after-school programs, and school supplies. Discretionary funds are those remaining after a school budgets for district services, partner fees, staff salaries and stipends.

For the 2020-21 school year, discretionary funds have been allocated in the following amounts:

- Supplies & materials: \$2,000

Any transfer or use of additional funds received over the course of the school year will be determined by the principal. If additional funds are available in late fall after “true-ups” TLTs should discuss the possibility to increase discretionary funds in the current fiscal year.

2. School curriculum issues.

Kiley Prep will teach grade level, standards-based curriculum with fidelity, without modification beyond appropriate scaffolding or IEP accommodations, using the following:

- English Language Arts EngageNY 2.0
- Illustrative Math
- KnowAtom STEM Next Generation Science
- Advisory / Crew curriculum will be provided for all teachers

Teachers may be asked to assist in developing principal approved curricula for their own use and that of other teachers in the building. To the extent possible, teachers will be made aware of curriculum changes in advance and have an opportunity to provide feedback.

3. Professional development activities applicable to the school as a body. This does not include individualized professional development or coaching of teachers.

Teachers may be required to participate in professional development activities throughout the school year, including before and after the school day for students, and before or after the school year starts and ends. If possible, at least one week’s notice will be given to teachers before any required professional development activities. Expected professional development activities include those below (please see school calendar for additional details):

- 9 days of professional development and/or staff planning days before the school year begins;
- 3 full days of professional development and planning days during the school year;
- 3 additional days, at 2 hours each day, of professional development and planning days during the school year (Student Early Release + PD);
- Up to 165 hours of PD after the school day ends for students during the year (“extended day” until 5:00pm)

4. School calendar.

Please see the attached 2020-21 school year calendar for staff. Any change to the school year calendar is subject to SEZP approval. If possible, at least one month’s notice will be given to teachers before any change

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to the school calendar. In the event of a change during the year, accommodations may be made for individuals with critical scheduling conflicts on a case-by-case basis. The school calendar will include:

- Total number of school days and hours for students. Required total hours for students are a minimum of 1330 per year.
- Total number of days and hours for educators, including school days and professional development and planning days. Teachers are required to work a minimum of 1500 hours per year.
- All federal and state holidays.
- Winter break, Mid-winter break, Spring break.

5. Schedule for staff and students, provided that all teachers will continue to receive duty-free lunch and regular student-free preparatory time.

Teachers at each school will receive a duty-free lunch and regular preparatory time.

The standard workday for educators will be 7 hours and 45 minutes (Monday/Thursday/Friday) and 9 hours and 45 minutes (Tuesday/Wednesday). For the majority of educators, required hours will be approximately 7:15am - 3:00pm (Monday/Thursday/Friday) and 7:15am - 5:00pm (Tuesday/Wednesday).

Teachers will have approximately the equivalent of 3 self-directed preparatory periods per week. These hours will be allocated as evenly across the school week as possible. This self-directed time can be used to plan, grade, collaborate with their colleagues, etc. In extenuating circumstances, teachers may be asked to perform some duties during this time.

Additionally, all staff members are expected to participate in professional development, collaboration activities and/or PLC meetings, expected to be held on Mondays and Thursdays (45 minutes each for a total of 90 minutes per week) during school hours, and Tuesday and Wednesday (after school from 3pm - 5pm), unless otherwise directed by the principal.

In addition to traditional responsibilities and those duties listed above, all staff at Kiley Prep may be expected to be involved in educational and administrative activities that are necessary to fulfill the mission of the school. These activities may include, but are not limited to:

- Participation in 4 family events during the school year - open house (mandatory) + quarterly after school events at the discretion of the building Principal/leader;
- Weekly phone calls home to families about the academic progress of students to be entered in SSP;
- Preparation of individual student weekly reports, progress reports, report cards, and preparation for scheduled IEP meetings;
- Participation in weekly data meetings with Administration and/or instructional coaches;
- Homework expectations will be outlined in a teacher syllabus, which will be shared with students at the beginning of the course and uploaded on the school's website;
- Preparation for scheduled PTC's (parent-teacher conferences) or other student-related meetings such as Student Led Conferences.

6. Class coverage and substitutes.

During a typical Monday-Friday week, all staff members may be required to cover classes as needed, except during teachers' duty-free lunch. To the extent possible, class coverage will be assigned equitably and on a rotated basis, including:

- Coverage of Advisory / Crew periods, not exceeding 30 minutes per day;

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- Substitute coverage of classes of others who are absent from school. (When possible, PLC or common planning time should not be used when teachers are asked to cover class. Preference would be to hire substitute teachers)

7. Schedule of school-wide parent/teacher meetings. This does not include individual parent-teacher meetings that may occur between school-wide meetings.

Kiley Prep will hold weekly parent-teacher conferences during the 2020-21 school year.

8. Work before and/or after the regular school year.

All teachers are expected to report to work on August 17th- 20th for staff orientation/PD. Summer PD will resume again on August 24th-28th, 2020. The final work day for teachers is June 24, 2021. These dates assume five days built in for inclement weather and will change based on the actual number of inclement weather days. If possible, at least one month's notice will be given to teachers before any change to the start and end of the school year.

9. Notices and announcements.

Teachers will be notified in advance of special events which will involve students such as health testing, assemblies, etc. Classroom interruptions for notices or public address announcements will be kept at an absolute minimum.

10. School health and safety issues.

Working with SEZP and SPS, the school will make every effort to provide appropriate materials, space, and technology to support effective teaching and learning.

Security of school premises will be maintained and visitors to the school will be required to check in upon entry.

Every effort will be made to mitigate painting or repairs to buildings while school is in session, to avoid distractions or interruptions to student learning.

11. Staff dress code.

Staff at Kiley Prep are asked to dress professionally for a school setting. Excessively casual clothing such as ripped jeans, revealing clothing, beachwear, and flip flops is not permitted.

12. Rotation of duties.

During a typical Monday-Friday week, all staff members are expected to perform additional duties that are necessary to fulfill the mission of Kiley Prep. To the extent possible, duties will be equitably distributed and rotated among staff members on a regular basis. These duties may include, but are not limited to:

- Coverage of Advisory / Crew periods, not exceeding 30 minutes per day;
- Coverage of lunch periods, break periods, or block periods, not exceeding 30 minutes per day;
- Substitute coverage of classes and duties of others who are absent from school.

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Staff may be asked to perform additional duties or responsibilities not listed here. Some additional responsibilities may come with additional compensation in the form of stipends, but stipends should not be expected.

13. Class size.

Kiley Prep commits to ensuring a reasonable class size for students and teachers. Class sizes may be differentiated, to support student learning and teacher development.

14. Bulletin boards.

Teachers may be asked to support in the development and maintenance of bulletin boards in hallways and classrooms to reflect and support the learning environment and values of the school. Teachers will support students as leaders of this work through advisory / crew. The Springfield Education Association will be provided a clearly designated bulletin board for the purpose of posting Association-related notices and other materials. Such space will be provided in each building for the exclusive use of the Association.

15. Family-teacher communication.

Teachers may be required to make regular phone calls to families about the academic progress of students, as well as respond to family inquiries via email, phone or in-person meetings throughout the school year. Within a 6-week cycle, Kiley Prep teachers will collaborate with guidance to schedule at least 3 parent-teacher conferences during the 2020-21 school year. These conferences will be held during Tuesday / Wednesday after school PD time, and will be based on the outcomes from weekly data meetings and looking at student data/work.