

Stakeholder Expectations of Excellence

We believe that every child ...

- has the capacity to learn, grow, and develop into a knowledgeable, reflective, caring, ethical, and contributing citizen.
- must have access to the very best programs and practices a school can offer, with teachers who set high expectation for all students.
- must be engaged in learning that is relevant, challenging, integrative, and exploratory.
- thrives academically, socially, and emotionally in a learning environment where trust and respect are paramount and where family and community are actively involved.
- faces significant life choices and needs support in making wise and healthy decisions
- deserves educators who are prepared to work with this age group, who are themselves lifelong learners, and who are committed to their own ongoing professional development and growth.

Teacher Commitment of Excellence

Therefore, we proudly dedicate ourselves to becoming the best school educators that we can be and an active advocate for all children and youth. As part of the school faculty, I fully agree with and commit to the following:

- I will exhibit the rigor required to ensure actions are based on educational best practices and will do whatever it takes to meet individual student needs.
- I will attend and participate in all staff meetings and professional development to ensure best teaching practices become universal for continuous improvement.
- I will “go the extra mile” by being available before and after school during tutorial times to work with students and parents, and addressing any concerns.
- I will respond to communications from students and parents within forty-eight (48) hours, during the school week.
- I will remain focused on standards and excellence leading to results that support and implement the mission of Vivian Field and the district.
- I will utilize data to support and measure curricular and academic achievement.
- I will protect the safety and well-being of all Vivian Field students and staff members and further organizational goals by enforcing all rules, codes, policies, procedures and values of Vivian Field and the school district.
- I will promote Vivian Field and, its staff, students and community in a positive way at all times.
- I will contribute to the school by offering my suggestions in constructive ways.
- As a returning member to the Vivian Field campus, I will offer my support and guidance through modeling, chairing of events and helping out where I can to support new to

staff and new teachers. I will also actively seek out leadership opportunities for myself and communicate these with the campus administrators.

Parents/Guardian Commitment of Excellence

As a parent, I fully agree with and commit to the following:

- I will keep my contact information (address, phone number, email, emergency contacts, etc.) up to date, and contact the school office to make changes as needed.
- I will make sure our child arrives at school every day before the start of classes and is there until school is dismissed for the day every instructional day on the school calendar unless my child is sick or there is an emergency.
- I will pick my child up from school on time or accept the consequences or penalties.
- I will notify the school by 9:00 am if my child is unable to attend school. I understand that daily attendance is essential to student success.
- I will make arrangements so my child can be at school before or after the school day for tutoring, detention or other after school programs when required or needed.
- I will always help my child in the best way I know how and I will do whatever it takes for him/her to learn. This also means that I will check my child's homework every night, contact the teachers with any concerns, and support literacy by encouraging my child to read 20 minutes every night.
- I will communicate respectfully with faculty and staff both in person and via correspondence.
- I will read all papers that the school sends home, sign if necessary, and return the next day.
- I will participate in all meetings and conferences concerning my child.
- I will support the academic expectations and curricular programs of the school including allowing our child to go on school field trips, including out-of-town experiences.
- I will be a role model for my child as I follow the rules, codes, policies, procedures and the core values established by the school.
- I will adhere to school attendance policies ensuring the academic success of my child. I will ensure that my child follows the school rules, codes, policies and procedures so as to protect the safety, interests and rights of all individuals in the classroom.
- I will encourage my child to make positive choices and adhere to the campus discipline policy. I will support the school as it administers consequences in response to student behavioral choices in accordance to the school's Choices System discipline policy. I understand this may include coming to the school for Choice 4 conferences if my student is removed from class, and attending restorative conferences that are scheduled.

Student Commitment of Excellence

As a student, I fully agree with and commit to the following:

- I will arrive at school every day by the start of classes in order to guarantee a full instructional day.
- I will strive to become a global citizen by acting as a thinker, risk-taker and balanced student.
- I will approach my learning with creativity, curiosity and enthusiasm.
- I will attend tutoring, detention or any other support services that are needed as required by school officials.
- I will work, communicate and behave in accordance with the district's Student Code of Conduct.
- I will complete all of my homework every night and attend tutorials as assigned.
- I will contact my teachers if I have a question or concern related to my academic or social well-being.
- I will be respectful and cooperative toward my parents, teachers and peers.
- I will be principled in all my actions and accept responsibility for them.
- I will conduct myself appropriately during the school day, and make positive behavior choices. I will follow the Make Your Day discipline system, and understand the consequences of Steps 1-4.
- I will be knowledgeable of and follow all school rules, codes, policies and procedures.
- I will always behave in a caring manner that protects the safety, interests and rights of all individuals in the classroom and school community, and in an inquiring manner that is conducive for learning.
- I will be a reflective, open-minded member of my learning community who will show empathy, tolerance and respect.
- I will maintain academic integrity ensuring my work is my own.

Note: This Commitment to Excellence is reviewed regularly and parent input is sought in the review process. Notice of opportunities for parents to participate in the review will be provided by the Campus administrators or the Campus Behavior Coordinator

Discipline

In order to ensure a successful day, we maintain a system of discipline that involves a combination of restorative practices and consequences as needed. We can't have rigor of instruction without order. Students can be disciplined for a variety of reasons, ranging from persistent misbehavior, accumulated tardies, dress code violations, etc. Details below.

NO-GO List

Being on the NO-GO List denotes a student not being able to participate in any form of extracurricular activities (i.e., clubs, athletics, fine arts, etc.). If a student receives an office referral and an administrator assigns a consequence (e.g., detention, in-school suspension, etc.), the student will be placed on the NO-GO list for 5 school days, starting with the day the consequence begins.

Tardy Policy

Definition of Tardy: The student is not physically in the classroom. Shows no effort or urgency when crossing the threshold, when close to being tardy.	
5 Tardies	Parent contacted by Student Services
10 Tardies	Campus detention will be served after school, 3:35 - 4:30, and placed on the NO-GO list for the next FIVE school days
15 Tardies	½ day ISS and the student will be placed on the NO-GO list for the next FIVE school days
20 Tardies	Full day ISS and the student will be placed on the NO-GO list for the next FIVE school days
25+ Tardies	Admin Discretion
• Tardies start over every 9 weeks • Skipping detentions will result in immediate ISS	Students will receive tardy passes in the hallway. Students will have a tardy pass to enter the classroom. The time written on the pass should be no more than 2-3 minutes off of the time that the student enters the classroom.

ID/Lanyard Policy

ID/Lanyard: For safety and security reasons, students are expected to wear their ID/Lanyard at all times while on school property. 6th- Red, 7th – Green, 8th – Blue. Failure to wear it will result in the following:

1st Offense	Warning
2nd Offense	Warning
3rd Offense	NO-GO List + After School Detention
4th Offense	NO-GO List + After School Detention + \$3 fee to replace
5th Offense	1-Day In School Suspension (ISS)
6th Offense	Administration Discretion
• Skipping detentions will result in immediate ISS • \$3 fee to replace lost ID/Lanyard • Must wear temporary ID when they don't bring their ID/Lanyard	Students can use a breakaway lanyard that is solid in color and matches their grade level ID. The lanyard cannot have any graphics, words, etc. on it.

Grading Scale

The grading scale for all courses and grade levels is as follows:

A = 90-100

B = 80-89

C = 70-79

F = 68-0

Promotion/Retention

Curriculum Mastery	Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.
Students Receiving Special Education Services	Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]
Standards for Mastery	In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows: 1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade. 2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.
Grades 1–8	In grades 1–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies.
Grades 9–12	Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]