



Ventnor

EDUCATIONAL COMMUNITY COMPLEX

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Ventnor Middle School Code of Conduct

Purpose:

The purpose of the Ventnor Middle School Code of Conduct is to ensure the health, safety and wellbeing of all members of the school community, while teaching students the importance of sound decision making and allowing them to learn and grow when they make choices which negatively affect themselves and others.

Implementation:

The Chief School Administrator in conjunction with his/her designees are responsible for the implementation of the Ventnor Middle School Code of Conduct.

Guiding Principles:

The Ventnor Middle School Code of Conduct is rooted in principles which establish guidelines to assist in students' academic and personal growth while also promoting a positive school culture in an environment that is safe and supportive.

1. Diversity, Equity & Inclusion

It is the commitment of all school personnel to provide all students with access to the educational experiences and services in our school with the goal of eliminating barriers. Though student needs may be diverse, it is the goal of all school personnel to meet the needs of each of our students to help guide them to achieve and exceed their potential.

2. Social Emotional Learning

All school personnel are committed to supporting students in their development of self-awareness and self-management skills which are essential to success in both school and in life. Through the establishment of positive relationships, maintained and grown daily, our students' self-awareness and interpersonal skills will be cultivated.

3. Expectations, Respect & Accountability

All school personnel understand that it takes commitment and responsibility for the healthy development of our students. As a result, all school personnel will model the skills, behaviors and mindsets we seek to develop in our students.

4. Student Engagement

Engagement is an integral component in creating a positive school climate and culture that effectively fosters belongingness, academic achievement and social-emotional growth. It is essential to provide students with

ample opportunities to participate in a wide range of pro-social activities and to develop a bond with caring, supportive adults which positively influences behavior.

5. *Framework for Restorative Practices*

This allows for proactive and responsive action to occur when issues arise. Implementation of the Framework for Restorative Practices will allow for all members of the school community to:

- Have an opportunity to be heard/share needs
- Understand the impact of one's actions
- Learn to take responsibility for one's actions
- Repair the harm one's actions may have caused
- Recognize one's role in maintaining a safe school environment
- Build upon and expand on personal relationships in the school community
- Recognize one's role as a positive contributing member of the school community
- Develop, practice and reinforce the five social and emotional competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making).

Rights, Responsibilities & Expectations:

1. *Students*

All students have the right to:

- A free education that will prepare them for active citizenship
- Expect to be provided with an education that is intellectually challenging and relevant to the demands of the 21st century
- A safe and secure environment that promotes learning
- Speak and be heard
- Have the opportunity to take part in any school activity
- Be treated with courtesy and respect
- Freedom from bullying, harassment and other abuse or discrimination based on, for example, actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex and prohibit denigration of a student's physical size/shape
- Academic and emotional support
- Communicate thoughts and beliefs that do not interfere with the rights of others or school operations
- Learn strategies that develop cooperation, acceptance and conflict resolution
- Be informed of school policies and rules and be provided with an explanation of school rules

All students have the responsibility to and are held accountable for:

- Attend classes, arrive on time, observe school rules and work to achieve high expectations
- Take advantage of the education that is offered by putting forth effort, completing assignments on time and attending school, prepared to learn, on a regular and punctual basis

- Refrain from violence, possessing and/or using drugs, harassing others in school or on social media. Notify an adult of the presence of drugs, alcohol, weapons, harassment and other violent acts or threats of violence
- Listen to others
- Participate and support others in school events
- Be courteous and respectful
- Speak up about and refrain from bullying, harassment and other abuse or discrimination based on, for example, actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex and prohibit denigration of a student's physical size/shape
- Ask for help when it is needed and offer help to peers when needed
- Adhere to the school dress code
- Show consideration for people whose beliefs differ from their own. This may be shown by students referring to their classmates by the names and pronouns their classmates prefer
- Use cooperative solutions. Be accepting of others' beliefs and behavior
- Read and abide by the Ventnor Middle School Code of Conduct

2. Parents, Guardians & Caregiver

Parents, Guardians & Caregivers have the right to:

- Be actively involved in their children's education
- Be treated courteously, fairly and respectfully by all school faculty, staff and administration
- Receive timely information about the policies of the Ventnor City Public School District and procedures that relate to their child's education
- Receive regular reports, written or oral, from school staff regarding their children's academic progress or behavior, including but not limited to attendance, report cards, behavior progress reports and conferences
- Receive information and prompt notification of inappropriate or disruptive behaviors by their children and any disciplinary actions taken by the faculty, staff, administration or the Board of Education
- Receive timely communication about their child's daily and cumulative absences and the impact on their educational progress

Parents, Guardians & Caregivers have a responsibility to:

- Convey to their children a supportive attitude toward education and the school community, including but not limited to: arriving on time; communicating with their children regarding their academic and extra-curricular choice; providing a place for study and supporting that homework assignments are completed; checking student cell phones and social media status
- Be respectful and courteous to all district staff members, other parents/guardians and students while on school premises. Communicate concerns and disagreements to faculty and staff in a respectful manner and follow the appropriate chain of communication. Concerns should be shared first with the teacher. If the issue is not resolved after communicating with the teacher, then the parent may reach out to the Principal for further assistance.

- Read and be familiar with the policies of the Board of Education, administrative regulations and procedures, and the Ventnor Middle School Code of Conduct, and help their children understand that in a democratic society appropriate rules are required to maintain a safe and orderly environment.
- Recognize, respect, and comply with District policies, including this Code of Conduct, while on school property or at a school function.
- Send their children to school ready to participate and learn. Ensure that their children are dressed and groomed in a manner consistent with the student dress code. Inform school officials of changes in the home situation that may affect student attendance, conduct or performance.
- Be familiar with the Ventnor Middle School Code of Conduct to understand procedures and possible consequences
- Ensure their children attend school regularly and on time and that absences are explained.
- **Provide accurate and updated emergency information.**

3. Faculty & Staff

All Faculty & Staff are expected to:

- Promote a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, and prohibit denigration of a student's physical size/shape which will strengthen each student's positive self-image
- Recognize that education is a joint responsibility between the parents/guardians and the school community
- Teach common courtesies by concept and example
- Treat students in an ethical, responsible and nondiscriminatory manner
- Help students to reach their maximum potential
- Demonstrate desirable standards of behavior through personal example
- Immediately report and refer violent students to the Principal or Superintendent
- Address issues of harassment (including bullying and cyberbullying) or any situation that threatens the emotional or physical health or safety of any student, employee or other person lawfully on school property or at a school function
- Align practice with professional guidelines
- Be prepared to teach by making sure lessons are engaging, differentiated, and founded on best practices;
- Deliver curriculum that is aligned to the New Jersey State Student Learning Standards, Social Emotional Learning Benchmarks, and New Jersey's Culturally Responsive Standards
- Demonstrate interest in teaching and concern for student achievement
- Know school policies and rules, and enforce them in a fair and consistent manner
- Communicate to students and parents/legal guardians:
 - o Course objectives and requirements
 - o Marking/grading procedures
 - o Assignment deadlines
 - o Expectations for students, both academic and behavioral

- Communicate regularly with students, parents/legal guardians and other teachers concerning growth and achievement
- Read, understand and comply with a student's IEP, 504 Plan and/or Behavior Intervention Plan (BIP)
- Comply with state law and regulations regarding corporal punishment, mandated reporting of suspected child abuse in the domestic setting and in the educational setting
- Maintain confidentiality in accordance with federal and state law

4. Administration

Administration is expected to:

- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students
- Ensure that parents, students and staff have the opportunity to communicate regularly with the principal, and approach the principal when grievances arise
- Ensure that students and staff receive training in the Ventnor Middle School Code of Conduct
- Support the development of student participation in appropriate extracurricular activities
- Be responsible for communicating expectations and for enforcing the Ventnor Middle School Code of Conduct, ensuring that all cases are resolved promptly and fairly
- Evaluate all instructional programs on a regular basis
- Evaluate student attendance and tardiness regularly and make recommendations, as needed, to the Superintendent to increase attendance
- Empower and create opportunities for success for all students
- Review the policies of the Board of Education and state and federal laws relating to school operations and management
- Inform the Board of Education about educational trends relating to student behavioral interventions
- Work to create instructional programs that maximize student learning and performance by engaging students and staff in meaningful academic exercises
- Collaborate to enforce the Ventnor Middle School Code of Conduct, ensuring that all cases are investigated properly and resolved promptly and fairly
- Maintain confidentiality in accordance with federal and state law

5. Board of Education

Members of the Board of Education are expected to:

- Entrust the administration and members of the school community to develop a Code of Conduct that clearly defines expectations for the conduct of individuals to create an invigorating learning community
- Adopt and review at least annually the Code of Conduct to evaluate the code's effectiveness in addition to the fairness and consistency of its implementation
- Lead by example by conducting Board meetings in a professional, respectful, courteous manner
- Maintain confidentiality in accordance with federal and state law

Due Process

In instances when a student is accused of failure to observe the Ventnor Middle School Code of Conduct, not only will they be made aware of their alleged involvement in the incident in question, but they will also be provided the opportunity to explain the circumstances and their role surrounding the incident in question.

When an incident requires a referral to administration (made either written or electronically), the individual referring the student must make the student aware of the referral to administration and contact, via phone, the student's parent, guardian or caregiver.

Appeal Procedures

As per Ventnor City Public School District Board of Education policy, an individual aggrieved by a finding of a violation of this Code of Conduct resulting in suspension or potential expulsion is afforded the right to an appeal as per [Board Policy 5114](#).

Students with Disabilities ([Board Policy 5131](#))

Students who are eligible for special education and related services and those eligible for a 504 plan are subject to the same disciplinary procedures as nondisabled students, except when it has been determined that such behaviors are a manifestation of the student's disability. A manifestation determination is required when the proposed discipline constitutes a significant change in placement for the student with a disability. Alternatively, if a manifestation determination is not required an administrative consultation with a member of the child study team such as the child's case manager or the supervisor of special education will be utilized.

Any proposed discipline shall conform to the student's IEP or 504 Plan and be decided in conjunction with the student's case manager and/or the supervisor of special education.

Staff shall comply with state and federal law and the regulations of the New Jersey administrative code in dealing with discipline and/or suspension of all students with disabilities.



I. Behavioral Categories & Tiered Response

Behaviors	Tier 1	Tier 2	Tier 3
Aggressive behavior towards staff, student(s) or school: Verbal/Written Threat Physical Threat/Contact		•	•
Attendance (See Board Policy 5113)	•	•	
Circumventing school safety protocols	•	•	•
Continual refusal to complete school work	•		
Dishonesty: forgery, cheating, not telling the truth, etc.	•	•	
Dress Code Violation (See Board Policy 5132)	•	•	
Electronic Free School Zone (i.e.: cell phone, smartwatch, etc.)	•	•	•
Endangering the safety of other students – INTENT to Harm		•	•
Endangering the safety of other students – NO Intent to Harm	•	•	•
False accusation against a staff member		•	•
Fighting		•	•
General Misconduct	•		
Gross Disrespect: use of profanity or inappropriate gestures directed towards faculty, staff and/or students		•	•
Illegal Drugs/Alcohol – possession, sale, distribution of use of intoxicants or narcotics		•	•
In an area without permission (i.e.: trespassing)	•	•	
Inappropriate Language/Gestures, including use of racial slurs or protected class references directed toward another student or a staff member	•	•	
Inappropriate response to adult	•	•	
Intentionally removing the clothing of another student (i.e.: pulling down the pants of another student) in a manner that causes or was an attempt to cause the exposure of another person's undergarments and/or buttocks, breasts or genitals		•	•
Intentionally revealing or exposing one's genitals, buttocks, breasts or any other private parts of their naked body		•	•
Lateness to school (See Board Policy 5113)	•	•	
Leaving school grounds without authorization		•	•
Medication – possession, distribution, or use without special authorization		•	•



Non-authorized and/or inappropriate use of technology (violation of Acceptable Use Policy)	•	•	•
Possession/use of dangerous materials: matches, lighters, stink bombs, fireworks, cigarettes, vapes, tobacco, etc.		•	•
Recording/taking photos of another student or staff member and/or dissemination of recordings/photos which creates a disruption in the school or at a school sponsored activity		•	•
Setting a fire, or attempting to set a fire, activating the school's fire and/or other alarm systems, making a false call to 911		•	•
Sexual Harassment: comments about one's body, sexual jokes, gestures and/or drawings		•	•
Sexual Misconduct: physical/sexual touching of other student(s)		•	•
Stealing	•	•	•
Taunting, baiting, inciting and/or encouraging a fight, a disruption or other violation of school rules	•	•	
Threats, including the use of social media to threaten someone or cause a disruption in the school or at a school sponsored activity		•	•
Terroristic threat against school/student(s)/staff		•	•
Unlawfully setting off alarms/calling 911/causing an alarm		•	•
Vandalism		•	•
Verbal abuse/threatening comments, repeated putdowns, etc.	•	•	
Weapons: possession/distribution/intent to harm/and/or use of			•
<p>Harassment, Intimidation & Bullying (HIB) (See Board Policy 5131.1)</p> <p>Hazing</p>	<p>For confirmed HIBs or acts of hazing, consequences will be determined by administration based on the nature, frequency and severity of the behavior as well as any alignment with other areas of the Ventnor Middle School Code of Conduct. Likewise, interventions/supports will also be determined by the administration and other involved staff.</p> <p>The Board of Education Policy and Regulation on Harassment, Intimidation & Bullying, or hazing does NOT preclude the building principal or his/her designee from taking immediate</p>		



disciplinary action in order to maintain the health, safety, and welfare of staff and students.

Note: If a confirmed HIB meets the definition of a bias/hate act or crime, it is required to be reported to the police.

II. Consequences and Interventions & Restorative Practices

Tier 1	Tier 2	Tier 3
<p>Consequences & Other Actions Assigned by Teacher and/or Administration</p> <ul style="list-style-type: none"> - Parent/Guardian contact - Verbal/Nonverbal correction - Reminders & redirection - In-class time-out - Loss of classroom privileges - Lunch and/or Recess detention - Warning/Verbal Reprimand - Pass restriction 	<p>Consequences & Other Actions by Administration</p> <ul style="list-style-type: none"> - Parent/Guardian contact - Loss of privileges - Probation from leadership positions - Restitution - Lunch and/or Recess Detention - After School Detention - Verbal Reprimand - In-School Suspension - Bus Suspension - Pass Restriction - 15-Day Ineligibility Period - Removal from class - Social Probation (i.e.: dance or non-academic trip removal) - Technology Exclusions - Athletic & Activities Suspension - Heightened Supervision 	<p>Consequences & Other Actions by Administration</p> <ul style="list-style-type: none"> - Parent/Guardian in-person conference - Lunch and/or Recess Detention - After School Detention - In-School Suspension - Out of School Suspension - Parent/Guardian/Student conference with superintendent - BOE hearing - Bus Suspension - Police notification (required if potential hate/bias act/crime) - 30-day Ineligibility Period - Removal from class - Pass Restriction - Social Probation (i.e.: dance or non-academic trip removal) - Technology Exclusions - Athletic & Activities Suspension - Heightened Supervision
<p>Interventions & Restorative Practices</p> <p>Options based on the student and situation include but are not limited to:</p> <ul style="list-style-type: none"> - Teacher & student conversation - Use of Restorative Responses toolkit (see below) 	<p>Interventions & Restorative Practices</p> <p>Options based on the student and situation include but are not limited to:</p> <ul style="list-style-type: none"> - Student conference - Use of Restorative Responses toolkit (see below) - Community Service 	<p>Interventions & Restorative Practices</p> <p>Options based on the student and situation include but are not limited to:</p> <ul style="list-style-type: none"> - Student conference - Use of Restorative Responses toolkit (see below) - Community Service



<ul style="list-style-type: none">- Review established behavior expectations with examples- Provide individual schedule or other reminders on student's desk- Seat Change- Verbal and/or written apology- Behavior plan for use throughout the day, week, etc.- Daily progress report- Establish peer buddy or adult mentor- Parent/Guardian conference- Peer Mediation- Counselor/CST involvement- SIRS request for assistance- Development of individual behavior contract- Direct teaching & practice of functionally equivalent replacement behavior- Written Reflection- SEL Lessons- Attendance/Lateness Action Plan- Restorative Circles- Affective Statements	<ul style="list-style-type: none">- Change in class/schedule- Daily progress report- Direct teaching & practice of functionally equivalent replacement behavior- Conflict Resolution- Psychiatric Evaluation- Establish buddy/mentor- Referral to I&RS- Parent/Guardian accompany to school- Request 504 Plan- Counselor/CST involvement- SIRS request for assistance- Peer Mediation- Educational consequences- Written Reflection- SEL Lessons- Attendance/Lateness Action Plan- Restorative Circles- Affective Statements	<ul style="list-style-type: none">- Change in class/schedule- Direct teaching & practice of functionally equivalent replacement behavior- Establish buddy/mentor- Conflict Resolution- Psychiatric Evaluation- Referral to I&RS- Parent/Guardian accompany to school- Request 504 Plan- Counselor/CST involvement- SIRS request for assistance- Peer Mediation- Referral to outside counseling/services- Functional Behavioral Analysis- Educational consequences- School Resource Officer- Written Reflection- SEL Lessons- Restorative Circles- Affective Statements
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Restorative Responses: Tier 1

Handling Classroom Behaviors in the Moment:

- Be proactive: Construct classroom agreements with the help of the students; get to know each student's interests, strengths and weaknesses, connect with families before any calls to discuss behavior; model communication; recognize and celebrate student successes; implement and utilize regular transition resets
- Utilize mindfulness tools that build social emotional skills
- Directives should be made in a calm manner that clearly states expectations (criteria for success known and understood by the students)
- Provide constructive and specific feedback (the Restorative Teaching Tools provides guidance on giving and receiving feedback which is grounded in respectful curiosity about individual feelings and needs of students.
- Reteaching and/or rehearsal of expectation(s) or procedure(s) which a student isn't meeting
- Increased opportunity to respond during instruction – ask questions that the student is interested in answering or feels confident about knowing
- Increased teacher proximity

- Verbal prompt or quick correction (i.e.: Student's name by doing name action you are not meeting our classroom expectation of cite specific expectation. Could you please cite intended behavior. Thank you!)
- Reminders and redirection
 - Examples include:
 - “Right now, we are doing cite specific activity. How can I help you to get back on track?”
 - “I need you to cite specific behavior. Upon compliance, “Thank you! That shows me you are cooperative, listening and respectful.”
 - “I notice you seem cite specific emotion. How can I help you?”

After the Moment Responses in the Classroom:

- Use of the Restorative Chat questions
- “Reset pass” – provides student a chance to walk or visit with a trusted adult in the building (supervised and for a set amount of time)
- Restorative Conference
- Have a WARM conversation with the student
- Behavior checkout system for the classroom to provide students with an opportunity to reflect with the teacher on daily behavior
- Reflection Activity (not a worksheet, but an actual reflection task done with the teacher during independent learning activities from other students)

Response After Class Ends:

- Learning Pathway (a learning environment where the person who caused the harm is offered a series of educational opportunities centered around the topic of the harmful behavior. The lessons are intentional and designed for students or staff to reflect on their actions through learning about the history & context of the action while also learning about accountability. Evidence of how the learning will be demonstrated is a key component of this process.)
- Restorative Circle
- Peer Mediation (potentially occurring at a neutral location i.e.: guidance office; main office conference room)
- Review of academic struggles and asset-based academic support planning with entire teaching/support team
- Review of IEP/504 plan (if applicable)
- Brainstorm sessions with administrator, SIRS team, guidance counselor, behavior support staff, special education teacher, etc. to create a list of other potential responses and ideas to support the specific student(s).
- Collaborate with instructional coach to monitor & observe student-teacher interactions and provide feedback



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Response Involving Families:

- Restorative Family Conference protocol

Note: When possible, the first call home should always be a positive and warm introduction before any calls made about behavior challenges. This is why it is crucial that school staff begin developing relationships with families at the beginning of the year.

Restorative Questions for Corrective Action

When attempting to correct the actions of a student, it is important for the student to be in a place where they can not only admit the wrongdoing, but where they are also able to learn to make amends with the goal of altering the negative behavior in the future. Some questions to consider during the corrective action process include, but are not limited to:

- What happened?
- What were you thinking about at the time?
- What have you been thinking about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What needs to be done to make things right with this teacher, student or another person so you can access your education?

Administrative Discretion

School administrators possess the authority to make decisions about student behavior and disciplinary actions within the framework of this disciplinary code, Board of Education policies and legal parameters. This flexibility in judgement allows for appropriate disciplinary and restorative actions to be taken based on the specific context of each situation, including but not limited to: severity of offense; age of student offenders; students' histories of inappropriate behaviors; etc. Administrative discretion is crucial for ensuring that disciplinary actions are fair and reasonable, while also considering individual student circumstances and other mitigating factors.

Discipline & Student Intervention and Referral Service (SIRS)

Despite the best efforts of teachers, staff and administration and our schoolwide expectations/discipline policy, some students continue to engage in unproductive behavior. Ventnor Middle School (VMS) possesses a Student Intervention and Referral Services (SIRS) team which is available to teachers and parents in order to develop a plan for students' success. Teachers are encouraged to utilize the SIRS team whenever possible. If a teacher has a student experiencing academic difficulties or with chronic referrals, they are required to complete a referral to the VMS SIRS team. A remediation plan will be created considering the student's age, problem behaviors and performance.

Dress & Grooming

The Board of Education recognizes that each student's mode of dress and grooming is a manifestation of the student's personal style and individual preference. The board will not interfere with

the right of students and their parents to make decisions regarding their appearance, except when their choices affect the educational programs of the school. Inappropriate dress is that which may be disruptive to the educational process, distract students from their work or may be considered potentially dangerous or harmful. The following dress standards are designed to serve these purposes and are expected to be followed. Clothing that is unacceptable and should not be worn to school includes the following:

- Shirts advertising alcoholic beverages, tobacco, or those with obscene or questionable printing on them depicting violence or weapons
- Outerwear such as coats, vests, jackets, gloves, hats, scarves, bandana headwear and sunglasses indoors
- Hoods covering the head
- Tank tops for girls and boys
- Low cut tops, spaghetti straps; visible bras and/or sports bras or “see through” clothing
- Low cut pants that expose students’ underwear
- Pajamas
- Ripped or torn pants with tears above the knee or no under layer worn under the torn pants
- Any type of bathing suit
- Shorts, skirts, or skorts must come within four (4) inches above the knee
- Beach sandals, flip flops, slides, high-heeled shoes and slippers or slipper-like shoes
- Large or dangling earrings and/or other visible body piercings
- Any standard of dress that is deemed inappropriate by the principal or administrator responsible

****Dress code may be subject to change for the students who participate on designated
“School Spirit Days” only****

Electronics Free School Zone Policy

Cellphones

Cellphones and the use of cell phones are strictly prohibited in Ventnor Middle School. Though students are permitted to carry cellphones to and from school, once in school the cellphone must be turned off, and placed in the student’s locker. Failure to comply with the Electronics Free School Zone Policy will result in confiscation of the cellphone and it will need to be picked up by a parent or guardian. Further consequences may also be assessed in accordance with the Ventnor Middle School Code of Conduct.

Smartwatches

Students are permitted to wear smartwatches for the purpose of telling time only. Those students caught using a smartwatch as a cellphone are subject to the disciplinary guidelines listed above in the “Electronics Free School Zone Policy: Cellphones” section of the Ventnor Middle School Code of Conduct.

Academic Ineligibility

A student's educational experience while at Ventnor Middle School is of utmost importance to the faculty and staff, and it is expected that students will share the same mindset. Though opportunities for students to achieve academic success are regularly provided, there are instances when students do not meet grading expectations. The following guidelines will be utilized in such instances:

Requirements for Interim Marking Period Grades

A student will be deemed Academically Ineligible if they meet the following criteria at the time of interim marking period reports:

- A grade of F in one (1) or more subjects
- A grade of D in two (2) or more subjects

****Students who are Academically Ineligible at the time of interim marking period reports must attend Academic After School at least through the end of the marking period for which they meet the above grading criteria.**

- Those students participating in a sport, but who are required to attend Academic After School are only excused from Academic After School on game days
- Those students participating in any other activity aside from a sport, are required to attend Academic After School first, before attending any after school activity

****Academically Ineligible students may not participate in the end of marking period extravaganza**

Requirements for Marking Period Grades

A student will be deemed Academically Ineligible if they meet the following criteria at the time of marking period report cards:

- A grade of F in one (1) or more subjects
- A grade of D in two (2) or more subjects

****Students who are Academically Ineligible at the time of marking period report cards must attend Academic After School at least through the entirety of the next marking period for which they meet the above grading criteria.**

- Those students participating in a sport, but who are required to attend Academic After School are only excused from Academic After School on game days
- Those students participating in any other activity aside from a sport, are required to attend Academic After School first, before attending any after school activity

****Academically Ineligible students may not participate in the end of marking period extravaganza**

****Other intervention and support opportunities will be offered to those students failing to meet academic expectations for eligibility throughout the school year****

****Guidelines for participation in 8th grade activities will be provided to the students in a separate document****

Sports Handbook

Ventnor Educational Community Complex Competition Expectations

Practicing sportsmanship while on the playing field or in the stands is an important skill. Wins and losses are not always counted by the final score of a game, but rather they can be measured by how an individual conducts themselves during high intensity situations. Sportsmanship is about respect (i.e: for teams, coaches, officials and the game itself). When an individual behaves negatively at a sporting event, the behavior can ultimately affect many individuals.

Student Athlete Responsibilities:

1. Practice sportsmanship inclusive of respect, self-discipline and teamwork
2. Engage in positive behavior which is courteous to all players, coaches and officials
3. Utilize language which is respectful and appropriate to the playing field
4. Always work hard and do your best

Spectator Responsibilities:

1. Treat all players, coaches, officials, and opposing fans with respect
2. Cheer for your team
3. Use appropriate language
4. Utilize the areas assigned for spectator seating
5. Use of noisemakers is only permitted at outdoor events

Site Manager Responsibilities

1. Maintain order amongst spectators
2. Dismiss unruly spectators for negative behavior
3. Assist spectators in need when necessary
4. Contact the police if necessary

****The guidelines of the Ventnor Middle School Code of Conduct remain in effect during sporting events, extracurricular activities and school sponsored activities. Those (inclusive of students and adults) found engaging in negative behavior may not be allowed to participate and/or attend future events.****

National Junior Honor Society Membership

Selection Criteria

1. Seventh or eighth grade students
2. Four marking period at the Ventnor Educational Community Complex
3. Cumulative GPA of 89% or better
4. No discipline or behavioral issues
5. Teacher Rating Scale of 3.0 or better
6. Successful completion of NJHS application



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7. Acceptance of application
8. Attendance at NJHS Induction Ceremony

Membership Requirements

1. Maintain an 89% cumulative GPA each marking period
 - a. First Offense – NJHS probation
 - b. Second Offense – NJHS dismissal
2. No discipline or behavioral issues
 - a. First Offense – NJHS probation
 - b. Second Offense – NJHS dismissal

Attendance/Lateness

Student attendance and punctuality are an integral part of the learning process. As a result, students are required to regularly arrive on time at the start of the school day (8:15am) and be in attendance each day when school is in session. The following criteria will be applied to student absences:

1. Five (5) unexcused absences
 - a. Warning letter is sent home
 - b. Student must attend Academic Afterschool for the entirety of the next marking period
2. Ten (10) unexcused absences
 - a. Parent/Student meeting with guidance counselor
 - b. Attendance Action Plan
3. Fifteen (15) unexcused absences
 - a. Parent/Student meeting with principal
4. Twenty (20) unexcused absences
 - a. Truancy papers filed with the courts
 - b. Summer school and/or retention

****Every five (5) latenesses to school will equate to one day absent for eligibility for the Roll Call Rally (see below) and will also result in one afterschool detention****

Roll Call Rally (formerly the Super Extravaganza)

Qualification Requirements (all must be met to participate)

1. Present 95% or better for the entire school year
2. Five percent (5%) or less days late for the entire school year
3. Student must not have any Out of School Suspensions for the school year

References

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