



Ventnor Middle School Code of Conduct

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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: 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

Rights, Responsibilities & Expectations: 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.**

Rights, Responsibilities & Expectations: 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

Rights, Responsibilities & Expectations: 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

Rights, Responsibilities & Expectations: 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)	•	•	
Bicycle / Bike Helmet Violation (see below)	•	•	
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)	•	•	
E-Bike Violation (see below)	•	•	•
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			•
Harassment, Intimidation & Bullying (HIB) (See Board Policy 5131.1) Hazing	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.		



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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 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
Consequences & Other Actions Assigned by Teacher and/or Administration - Parent/Guardian contact - Verbal/Nonverbal correction - Reminders & redirection - In-class time-out - Loss of classroom privileges - Loss of incentive(s) - Lunch and/or Recess detention - Warning/Verbal Reprimand - Pass restriction	Consequences & Other Actions by Administration - Parent/Guardian contact - Loss of privileges - Loss of incentive(s) - 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	Consequences & Other Actions by Administration - 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) - Loss of incentive(s) - 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
Interventions & Restorative Practices Options based on the student and situation include but are not limited to: - Teacher & student conversation - Use of Restorative Responses toolkit (see below) - Review established behavior expectations with examples - Provide individual schedule or other reminders on student's desk	Interventions & Restorative Practices Options based on the student and situation include but are not limited to: - Student conference - Use of Restorative Responses toolkit (see below) - Community Service - Change in class/schedule - Daily progress report	Interventions & Restorative Practices Options based on the student and situation include but are not limited to: - Student conference - Use of Restorative Responses toolkit (see below) - Community Service - Change in class/schedule



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- 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	- 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	- 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?”

Restorative Responses: Tier 1 – 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)



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Restorative Responses: Tier 1 – 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

Restorative Responses: Tier 1 – 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 Responses: Tier 1 – 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.

Bicycles

Students may ride bicycles to and from school and may park them in the designated bicycle parking area on VECC property. Upon entering school grounds, students must dismount and walk their bicycles directly to the designated parking area. Bicycles may not be ridden on sidewalks, walkways, parking lots, or other areas of the VECC campus before, during, or after the school day. It is recommended that students secure their bicycles in the designated parking area. Students are required to follow all directions from school staff while on school property.

Bicycles: Helmets

In accordance with N.J.S.A. 39:4-10.1, all students under the age of 17 who operate or ride as a passenger on a bicycle must wear a properly fitted and fastened bicycle helmet that meets applicable safety standards. Students who ride bicycles to VECC must wear their helmets while traveling to and from school. Students observed arriving at or leaving VECC without a required helmet may be referred to the school administration, a parent or guardian may be contacted and students may be subject to consequences under the Ventnor Middle School Code of Conduct. Ventnor Middle School may also cooperate with the Ventnor City Police Department when a student is believed to be operating a bicycle in violation of State law.

Bikes: E-Bike Law

In accordance with P.L. 2025, c. 285 and N.J.S.A. 39:4-14.3, individuals under 15 years of age are prohibited from operating a low-speed electric bicycle or motorized bicycle. Accordingly, students under the age of 15 may not operate, bring, park, or store an electric bicycle on VECC property. Ventnor Middle School will cooperate fully with the Ventnor City Police Department when a student is believed to have operated an electric bicycle in violation of State law, and violations may also result in consequences under the Ventnor Middle School Code of Conduct.

Dress & Grooming

The Board of Education recognizes that student dress and grooming are forms of personal expression and individual preference. Students and families are primarily responsible for student attire. The school will not interfere with a student's appearance unless the attire or grooming creates a health or safety concern, substantially disrupts the educational environment, interferes with the rights of others, or violates the standards listed below.

The purpose of the dress code is to maintain a safe, respectful, and appropriate learning environment while allowing students to dress comfortably and express themselves. The dress code shall be enforced in a consistent, gender-neutral, and respectful manner. Enforcement shall not be based on a student's sex, gender identity, gender expression, body type, race, ethnicity, religion, cultural observance, or personal style.

Dress & Grooming: General Dress Standards

Students must wear clothing that includes a top, bottom, and appropriate footwear at all times.

Clothing must meet the following standards:

1. Clothing must cover the student's chest, midriff, buttocks, and undergarments during normal school activities, including standing, sitting, walking, reaching, and bending.
2. Shirts and tops must cover the chest, midriff and undergarments. Clothing that is see-through in areas that must be covered is not permitted unless an appropriate layer is worn underneath.
3. Bottom garments, including pants, shorts, skirts, skorts, dresses, and similar clothing, must fully cover the buttocks and undergarments during normal school activities, including standing, sitting, walking, reaching, and bending.
4. Clothing may not display, advertise, or promote alcohol, tobacco, vaping, drugs, weapons, violence, hate speech, profanity, obscene language or images, or sexually explicit content.
5. Clothing, accessories, or items that create a safety concern or substantially interfere with the school environment are not permitted.



6. Footwear must be safe and appropriate for school activities. Footwear that creates a tripping hazard or safety concern, including slippers or slipper-like footwear, may not be worn during the school day. Additional footwear requirements may apply for physical education, science labs, school trips, or other activities.
7. Head coverings, including hats, hoods, and sunglasses, may not be worn indoors unless approved for religious, medical, safety, disability-related, or school-sponsored reasons.
8. Outerwear, including winter coats and gloves, should be stored in the student's locker or during the school day unless permission is granted by school staff.
9. Pajamas, bathing suits, and beachwear are not permitted unless specifically approved for a school-sponsored activity or spirit day.
10. Ripped or torn clothing is permitted only if the rips or openings do not expose undergarments, buttocks, or areas of the body that must be covered under this policy. If rips or openings are above the area of required coverage, an appropriate layer must be worn underneath.
11. Jewelry and accessories may be restricted when they create a safety concern, substantially interfere with instruction, or present a risk of injury during specific school activities, such as physical education, athletics, science labs, technology classes, or other hands-on activities.

Special dress expectations may be approved for designated school spirit days, performances, trips, dances, athletic events, or other school-sponsored activities.

Dress & Grooming: Dress Code Enforcement

Dress code enforcement will be handled respectfully and privately, and will be focused on the clothing item and the specific dress code standard. When possible, students will be given an opportunity to correct the concern without missing instructional time. Corrective options may include adjusting the clothing, changing into school-provided clothing, contacting a parent/guardian for a change of clothing, or wearing an additional appropriate layer.

Dress & Grooming: Tiered Responses for Dress Code Violations

First Violation:

The student will be addressed privately by a staff member or administrator. The dress code concern will be explained using the specific policy standard. The student will be given an opportunity to correct the issue. A parent/guardian may be notified at the discretion of the administrator, and the incident will be documented as a warning.

Second Violation:

The student will meet privately with an administrator or designee to review the dress code expectations.

The student will be required to correct the issue. A parent/guardian will be notified, and the incident will be documented.

Third Violation:

The student will be required to correct the issue and will receive an appropriate school-based consequence, such as lunch detention, after-school detention, or another corrective action consistent with the VMS Code of Conduct. A parent/guardian will be notified, and the incident will be documented.

Repeated or Ongoing Violations:

For repeated violations after prior interventions, the student, parent/guardian, and administrator will participate in a conference to develop a plan for compliance. Additional consequences may be assigned in accordance with the VMS Code of Conduct.

Refusal to Comply

If a student refuses a reasonable and respectful request to correct a dress code violation, the refusal may be addressed as failure to comply with school rules in accordance with the VMS Code of Conduct.

Dress & Grooming: Immediate Administrative Response

If clothing includes threats, hate speech, discriminatory language, obscene content, promotion of illegal substances, weapons, violence, or creates a significant safety concern, an administrator may require immediate correction and assign consequences consistent with the VMS Code of Conduct.

Furthermore, students will be required to follow the corrective measures outlined above for any standard of dress deemed inappropriate by school administration.

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.

Student Internet-Enabled Devices During the School Day (Bell to Bell)

The purpose of restricting personal internet-enabled devices is to support student well-being and engagement, reduce distraction and improve focus. Further, this policy helps to promote a positive climate and connection to school.

Starting with the 2026-2027 school year, the board of education prohibits the use of personal internet-enabled devices, subject to certain listed exceptions below, during the entirety of the school day (bell-to-bell) for students in kindergarten through grade 8. “Bell-to-Bell” is the timeframe when the morning bell rings at the start of the school day, until the dismissal bell rings at the end of the school day. Bell-to-Bell includes time in between class periods, and during lunch.

“Internet-Enabled Device” means any device capable of connecting to the internet and accessing online content (e.g., smartphones, tablets, smartwatches, etc.), including social media applications. An internet-enabled device does not include an internet-enabled device provided by a public school when used for educational purposes during authorized times.

Device Storage

The board of education requires that all student internet-enabled devices be stored in lockers during the entirety of the school day, unless they meet one of the exceptions listed below.

Exceptions to the Bell-to-Bell Policy

There are specific circumstances when a student may require use of an internet-enabled device.

Students are permitted to use an internet-enabled device on school grounds during the school day in the following circumstances:

1. To fulfill accommodations provided in a student's individualized education program (IEP);
2. To support the implementation of a 504 Plan;
3. To implement a student health plan established to monitor or address a student's health condition (upon submission by a parent or guardian of documentation from a healthcare professional indicating that the use of an internet-enabled device is necessary for the health or well-being of the student);
4. For translation services;
5. For a student caregiver who is routinely responsible for the care or well-being of a family member;
6. When no reasonable alternative to the use of the internet-enabled device for a specific purpose exists, for instance, where there is no other reasonable alternative for a student who needs to use an internet-enabled device for instructional purposes, with proper authorization
7. When required by law; and
8. In the event of an emergency.

The superintendent will ensure that families are informed of their right to request an internet-enabled device-related accommodation which must include approval by the school principal and/or superintendent or their designee. School teams must base such accommodation determinations on documented medical, developmental, or other health needs and review them on a regular basis. School nurses, case managers, and IEP/504 coordinators should be involved in planning for and implementing student use of internet-enabled devices. Staff responsible for implementation should have ready access to documentation of the accommodation and should ensure their enforcement strategies minimize disruption.

The superintendent or their designee will develop clear procedures as needed and disseminate them to ensure staff implement internet-enabled device accommodations confidentially. The superintendent will ensure that staff training is provided as needed to recognize and honor valid internet-enabled device accommodations without drawing unnecessary attention to the student. Staff will treat students with device accommodations with sensitivity and dignity.

Any visible or audible electronic device (i.e.: smartphone/cell phone, tablet, smartwatch, etc.) regardless of whether it is ON or OFF, will be confiscated whether it is on the student's person or in the student's book bag/cubby/etc. Any confiscated device will be sent immediately to the office, and a parent or guardian must come into the school to pick it up.

Electronics Free School Zone Policy: *Smartwatches*

Students are not permitted to wear smartwatches. Those students caught using a smartwatch for internet connectivity 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.

Loss of Privileges and Incentives

Students who violate the VMS Code of Conduct may lose eligibility to participate in non-curricular privileges, incentives, celebrations, extravaganzas, activities, or other special events. Such loss of privileges may be assigned when appropriate based on the nature, frequency, or seriousness of the misconduct and may include exclusion from reward activities, social events, assemblies, trips, or other school-sponsored incentives that are not required components of the instructional program.

Repeated Violations

Consequences may increase in severity when a student repeatedly violates the same or similar provisions of the VMS Code of Conduct. Repeated violations may result in progressively more serious disciplinary consequences, regardless of the consequence typically assigned to an initial offense. In determining the appropriate response, school administration may consider the student's disciplinary history, the frequency and seriousness of the conduct, prior interventions, and the student's response to previous corrective measures.



Ventnor

EDUCATIONAL COMMUNITY COMPLEX

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. Assistance 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 3.5 or better
6. Successful completion of NJHS application
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

Lateness:

1. Students will be marked late if they report to homeroom after 8:25am
2. To avoid inadvertent lateness, students are responsible to check-in with their homeroom teacher prior to getting breakfast or going to their locker
3. An after-school detention will be issued each time a student has accumulated five (5) latenesses to school

Attendance/Lateness: Roll Call Rally

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
4. Every five (5) latenesses to school will equate to one day absent for eligibility for the Roll Call Rally

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