

# READING SCHOOL DISTRICT



## CODE OF STUDENT CONDUCT

REVISED AUGUST 2019

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## SECTION ONE

### DISTRICT CONTACTS

Administration Building .....	484-258-7000
Reading Opportunity Center for Children (ROCC) .....	484-258-7101
10 <sup>th</sup> & Green Elementary .....	484-258-7646
10 <sup>th</sup> & Penn Elementary .....	484-258-7609
12 <sup>th</sup> & Marion Elementary .....	484-258-7540
13 <sup>th</sup> & Green Elementary .....	484-258-7662
13 <sup>th</sup> & Union Elementary .....	484-258-7556
16 <sup>th</sup> & Haak Elementary .....	484-258-7512
Amanda E. Stout Elementary .....	610-371-5815
Glenside Elementary .....	484-258-7311
Lauer's Park Elementary .....	484-258-7182
Millmont Elementary .....	484-258-7331
Northwest Elementary .....	610-371-5904
Riverside Elementary .....	484-258-7358
Tyson Schoener .....	484-258-7167
Northeast Middle School .....	484-258-7573
Northwest Middle School .....	484-258-7258
Southern Middle School .....	484-258-7478
Southwest Middle School .....	484-258-7198
Central Middle School.....	484-258-7365
Reading Senior High School .....	484-258-7458

# Purpose

The Reading School District Code of Student Conduct (CSC) supports our schools in maintaining safe, participatory, and productive learning environments. In order to maximize learning time and promote positive behaviors, every school must establish systems of support for students' social, emotional, and behavioral needs. This includes maintaining and communicating high expectations, creating consistent/predictable classroom routines, providing consistent supervision, teaching social-emotional competencies, and fostering positive relationships among all members of the school community.

The Reading School District is committed to the application of the Seven Principles of Culturally Responsive Teaching. These principles guide the application of educational equity, inclusion, cultural competence, and culturally responsive teaching to the classroom and the culture of the school. The Seven Principles not only prevent inappropriate student behavior but also provide specific strategies for creating a welcoming, caring, respectful, and identity-safe space for authentic student engagement and learning.

The Reading School District is also dedicated to a proactive, positive, and instructional approach to behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the needs underlying student behaviors. In accordance with the CSC, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible. Suspensions will be used only as a disciplinary measure of last resort to minimize the amount of time that students spend out of the classroom.

## Positive School Climate and Culture

The Reading School District defines school climate as the quality and character of school life related to relationships, teaching and learning, physical environment, and safety. Positive relationships are critical to creating a positive school climate. School leaders set the tone and expectations for the entire school community, paving the way for all members of that community to take simple-yet-meaningful steps to improve school climate.

### GARY HOWARD'S SEVEN PRINCIPLES OF CULTURALLY RESPONSIVE TEACHING

1. Students are affirmed in their cultural connections.
2. The teacher and school staff are personally inviting.
3. The classroom is physically inviting.
4. Students are reinforced for academic development.
5. Instructional changes are made to accommodate differences in learners.
6. The classroom is managed with firm, consistent, loving control.
7. Interactions stress collectivity as well as individuality.

# Student Behavior Guiding Principles

## SCHOOLS WITH A POSITIVE SCHOOL CLIMATE HAVE

- Positive and affirming relationships with all stakeholders— students, parents, teachers/staff, and community partners.
- Training and resources to resolve conflicts peacefully and respectfully, with suspensions used only as a disciplinary measure of last resort.
- Supports for students who are experiencing emotional crisis, trauma, or serious challenges in their homes and communities.
- Engaging academic and extracurricular activities for students that meet behavioral, developmental, and academic needs.
- Effective communication among schools, parents, and community.
- Clean and well maintained environments that clearly demonstrate school pride and a love of learning.
- A learning environment where students and staff feel physically and emotionally safe.

The Code of Student Conduct is based on five principles that provide an important foundation to guide behavior, both individually and in relationships. These principles outline the conduct and behavior students are expected to meet every day:

1. My words, actions, and attitudes demonstrate respect for myself and others at all times.
2. I demonstrate pride in myself, in my future, and in my school by arriving on time, dressed appropriately, and prepared to focus on my studies.
3. I always seek the most peaceful means of resolving conflict and obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts on my own.
4. I take pride in promoting a safe and clean learning environment at my school.
5. I seek to develop positive relationships with all members of the school community and to restore relationships with school community members that are affected by my conduct.

If students abide by these principles, the learning environment in all schools will be strengthened.

## Proactive Behavior Supports and Interventions

The Reading School District promotes a positive school climate by providing proactive intervention strategies and various systems of student supports, such as:

### Multi-Tiered System of Supports (MTSS)

The Reading School District's Multi-Tiered System of Supports (MTSS) is a prevention program that organizes school level resources to address each individual student's academic and /or behavioral needs within intervention levels that vary in intensity. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk of low learning/behavior outcomes. The MTSS process is cyclical and based on a

continuum of three tiers (primary, secondary, and intensive prevention levels) of instruction and behavior supports.

### **School-Wide Positive Behavioral Interventions and Support System (SWPBIS)**

The School-wide Positive Behavioral Interventions and Supports (SWPBIS) is a universal, school-wide prevention program that aims to establish a social culture within schools in which students expect and support appropriate behavior from one another– and thereby create school climates that are socially predictable, consistent, safe, and positive. The primary goals of SWPBIS are to reduce problem behaviors within schools that lead to office discipline referrals and suspensions and to change perceptions within the community about school safety.

### **Social Emotional Learning (K-8)**

The District is implementing a Social Emotional Learning (SEL) curriculum that is delivered by professional school counselors in every classroom from Kindergarten through 8th grade. This program is called Second Step and provides grade specific lessons on a number of topics, such as: managing anger, solving problems, being respectful, dealing with peer pressure, and bullying/ cyberbullying prevention.

### **Student Assistance Program (District Wide)**

The Student Assistance Program (SAP) helps to identify students who are experiencing other-than-academic problems that pose a barrier to their learning and school success. SAP is composed of a group of specially trained school staff and community agency liaisons who work together to assist students and families by making in-school resources available and providing information about community resources. SAP services are available for all students in every school building.

### **Restorative Practices (Secondary Schools Only)**

Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices are being applied in our secondary schools to address youth behavior, rule violations, and to improve school climate and culture. Restorative practices can improve relationships between students, between students and educators, and even between educators. Restorative practices allow individuals who may have committed harm to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Taking responsibility requires understanding how the behavior affected others, acknowledging that the behavior was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behavior in the future.

# Rights and Responsibilities

All members of the school community, including students, parents and guardians, principals, school staff, and the district office, have rights and responsibilities that support a strong school community.

## Student Responsibilities

### STUDENT RIGHTS

- To receive a free high-quality and equitable public education.
- To be physically and emotionally safe at school.
- To be treated fairly, courteously, and respectfully.
- To bring complaints or concerns to the school principal or staff for resolution.
- To tell his/her side of the story before receiving a disciplinary consequence.
- To be told the reason(s) for any disciplinary action verbally and in writing.
- To be given information about appealing disciplinary actions.

Students attend school so they may develop to their fullest potential. The expectation is that every student will:

### Be Respectful

- Keep hands, feet, objects, and/or physical actions to self.
- Refrain from using profanity, insults, rumors, lies, and threats against someone in writing, orally, or on social media or other electronic communications.
- Promote a climate of mutual respect and dignity by behaving respectfully towards others and property.
- Respect the rights of students, teachers, administrators, and all others who are involved in the educational process.

### Be Responsible

- Demonstrate responsibility.
- Attend school and all classes daily and on time.
- Take appropriate care in the use of district facilities, books, computers, and other equipment.
- Come to school prepared to learn.
- Follow the school dress and grooming policy.
- Comply with all laws, district rules, and regulations.
- Make up all work when absent.
- Promptly deliver all school communication to parent/guardian.

### Be Fair

- Make your best effort in class and with homework. No student has the right to interfere with the education of his/her fellow students.
- Value diversity and treat all others fairly and with dignity, i.e. no bullying, harassment and/or intimidation in writing, orally, or on social media or other electronic communications.
- Respect the views and opinions of others and seek peaceful resolutions to disagreements.
- Be a partner in your own safety. Provide information relating to the health, safety, or welfare of the school community. Assist school staff in operating a safe school.

## Parent/Guardian Responsibilities

### Attendance/Health

- Be aware of the Reading School District's Attendance and Use of Medications Policies (204 and 210 respectively) as well as their noncompliance consequences.
- Maintain up-to-date home, work, cell phone number, and emergency numbers/contacts at the school.
- Send your child to school regularly, on time, well-rested, and prepared to learn.
- Send in a signed excuse note the day your child returns to school following an absence.
- Provide appropriate information and/or documentation on known medical and psychiatric diagnoses or concerns that might affect attendance and/or behavior, and/or require accommodations.
- Submit an approved absence permission request form if traveling or if child is going to be absent for more than three (3) days.
- Contact the school nurse if you are unsure of your child attending due to illness. Parents are encouraged to bring their children to the school nurse in the morning to assess the child's level of health. The school nurse will recommend that the child stay at school, go home with the parent, or be seen by a health care provider.
- Bring to the attention of school authorities any problem or condition that affects your child or other children of the school community.
- Follow through with health recommendations (Board Policies 203 and 209)

*Board Policies can be found on the Reading School District website at*

*<https://www.boarddocs.com/pa/reading/Board.nsf/Public#>*

### PARENT/GUARDIAN RIGHTS

- To be actively engaged in their child's education.
- To be treated fairly and respectfully by the school principal, teachers, and all staff.
- To access information about the Reading School District (Board) policies and procedures.
- To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned.
- To appeal disciplinary actions taken.
- To receive information about their child's academic and behavioral progress.

The District's main web page provides the **Home Access Center** to parents and guardians. The Home Access Center contains helpful information for parents and guardians to support and guide their children through the educational process. Day or night, parents and guardians can access this convenient web portal to see classwork, attendance, discipline records, and much more. User names and passwords are available in every child's school.



## **Student Progress/Curriculum**

- Create a home atmosphere that supports learning by encouraging reading activities.
- Monitor assignments, progress reports, and homework completion:
  - Elementary Level schools send home interim and quarterly reports. Parents may contact the building to set up a meeting to discuss student progress.
  - Secondary Levels schools send home interim and quarterly reports. Parents may contact the building to set up a meeting to discuss their student's progress or they may access the Home Access Center on your school's website.
- Provide a place in your home that is conducive for study and completion of homework assignments.
- Be responsible for any financial obligations incurred by the child in school, including: lost books (secondary students might get a book charge) and damage to school property.
- Support the rules and regulations set forth by the school and individual classroom teacher.
- Remain in contact with your child's teacher concerning child's progress and conduct.

## **Personal Responsibilities**

- Refrain from using profanity and abusive language or actions.
- Obey all traffic laws and regulations while on or around school property.
- Comply with all school guidelines for arrival and dismissal procedures.
- Review all school communications and respond promptly.
- Become involved in the school.
- Attend school functions and conferences.
- Encourage your child to demonstrate respect for his/her classmates, school personnel, and school property.
- Participate in decisions relating to the education of your child.
- Review the Code of Student Conduct as a family, especially attendance, school dress code, discipline, and bullying prevention policies.
- Teach your child respect for the law, others, and public property.
- Discuss emergency procedures with child e.g., early dismissal due to inclement weather.

**ALL PERSONS ENTERING READING SCHOOL DISTRICT BUILDINGS  
ARE REQUIRED TO RECEIVE AND DISPLAY AN IDENTIFICATION BADGE**

## **Faculty/Staff Rights**

- Work in a safe and orderly environment.
- Be treated courteously and respectfully.
- Bring complaints or concerns to school administration and District offices.
- Receive supportive professional development and resources.

## **Faculty/Staff Responsibilities**

- Promote a safe and orderly school environment based upon a climate of mutual respect and dignity that supports active teaching and learning. Actions such as demeaning language, sarcasm, and yelling at students should never be part of the District staff's disciplinary responses.
- Promote the District's social-emotional learning programs.
- Value diversity and treat all persons fairly (Policy 218).
- Attend work regularly and on time.
- Maintain honesty and integrity.
- Maintain confidentiality on all student and family matters (Policy 216).
- Model a professional and responsible manner.
- Respect and comply with the law and all persons in positions of authority.
- Develop cooperative and good working relationships with families for the educational benefit of the student by providing opportunities for parent participation in school functions/events (Policy 908).
- Communicate to students and parents about course objectives and requirements, assessment/grading procedures, assignment deadlines, expectations for students, and classroom behavior/management plan.
- Teach the students to be responsible and prepared to learn.
- Be fair, firm, and consistent in implementing the Code of Student Conduct in the school, on school transportation, on the school campus, and at all school sponsored activities.
- Set a positive example for students, parents/guardians, and community by following the District's dress code. (Policies 325 and 425).

## **Administrators Rights (School and Central Office Administrators)**

- Work in an orderly and safe environment.
- Be treated with courtesy and respect.
- Receive cooperation from students and parents/guardians.
- Receive direction, support, and ongoing training from superiors.

- Set high expectations for implementing equitable discipline practices and quality academic standards.
- Receive the cooperation and support of school staff in serving as the school's and District's educational leaders.

### **School Administrator Responsibilities**

- Promote a safe and orderly school environment based upon a climate of mutual respect and dignity that supports active teaching and learning.
- Ensure that all students and staff have the opportunity to communicate regularly with administrators.
- Promote the District's social-emotional learning and bullying prevention programs.
- Regularly evaluate all instructional programs and staff.
- Support the development of and student participation in appropriate extracurricular activities.
- Maintain visibility throughout the school and be accessible to the students and community.
- Develop close, cooperative relationships with parents for the educational benefit of students.
- Model respect for law and order, self-discipline, and a genuine concern for all persons.
- Be fair, firm, and consistent in enforcing the Code of Student Conduct and ensuring that all cases are resolved promptly and fairly.
- Establish necessary building security and safety protocols and procedures.
- Respond in a timely and confidential manner to all written and verbal requests.
- Regularly communicate with students, parents/guardians, and the community.

### **Central Office Administration Responsibilities**

- Monitor the implementation of prevention strategies and the safety and security program in each school.
- Systematically monitor and publish suspension, expulsion, and other disciplinary data disaggregated by race/ethnicity, sex, limited English proficiency, and disability.
- Prepare recommendations for improving discipline and positive school climate.
- Create guidelines for effective school discipline.
- Establish procedure for reciprocal reporting with the local law enforcement.

## SECTION TWO

### General Disciplinary Requirements

According to Board Policy 218, *“School rules and Board policies shall govern student conduct in school, at school-sponsored activities, and during the time spent in travel to and from school.”*

Furthermore, this CSC applies to any student conduct that creates a substantial disruption to the learning environment and/or orderly operation of the school.

#### **To address inappropriate behavior, school staff should:**

1. Redirect and correct inappropriate behavior. All adults in the school setting have the responsibility to supervise, correct, and redirect students' inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.
2. Intervene to minimize disruption and resolve conflict as necessary to keep students and staff safe. If a student has been injured, refer the student to the school nurse and make every reasonable effort to immediately notify the parents/guardians. At the secondary level, school safety officers should be called immediately to break up any physical confrontation between students.
3. Gather information by talking to all students, teachers, school staff, or other witnesses to the incident. When student misbehavior is reported to the school principal or designee, an investigation must begin no later than the next school day. If a search of the student, his/her locker, desk, or personal belongings needs to be conducted, follow the Board's Search Policies 226, 226.1, 226.2. Identify factors that may have contributed to the incident and seek to understand the full context.
4. Analyze whether the student's alleged behavior falls within the CSC using the information gathered. If so, determine the level of infraction as well as the disruption caused by the inappropriate behavior. Identify the inappropriate behavior listed and consider the range of possible interventions and consequences.
5. Discuss your initial findings with student and provide the opportunity to explain his/her actions.
  - a) Inform the student of the inappropriate behavior s/he may have exhibited, the applicable CSC infraction level, and the range of possible interventions and consequences.
  - b) Allow the student to respond and explain his/her actions. Have student write his/her response in the space for "Student's statement" in the Discipline Referral Form.
  - c) Make reasonable efforts to contact the parents/guardians and discuss the incident with them before assigning interventions and consequences.
6. Make a determination and assign interventions or consequences according to the CSC.
  - a) The principal or designee has the final authority to assign interventions and consequences based on his/her independent assessment of the best interest of the school community, including available school resources, the needs of any student or

staff harmed, and the rights of the student engaged in inappropriate behavior, in alignment with the CSC.

- b) Follow the procedures and guidelines contained in the Board policy regarding Discipline of Students with Disabilities (113.1), students with Section 504 Plans, and Pa State regulations regarding disciplinary exclusion (suspension and expulsion) of students who are eligible for special education.
  - c) Avoid consequences that will remove the student from class or school, if possible. Use out-of-school suspensions as a last resort and only when in-school interventions and consequences are insufficient to address the student's inappropriate behavior.
  - d) If a student is suspended, the principal or his/her designee may choose to give the student a combination of out-of-school and in-school suspension days. The out-of-school suspension must be served first and the combined total of out-of-school and in-school suspension days must not exceed the limits available for each group level.
  - e) School staff members must not use public disciplinary techniques and must respond to inappropriate student behavior as confidentially as possible. Address the student in private. Rules are public but consequences are private.
  - f) No student may be disciplined or threatened with discipline for speaking his or her native or first language when under the District's supervision. The District regards our students' multilingual skills as genuine assets that need to be acknowledged, valued, and developed.
  - g) Utilization of "whole class" disciplinary procedures by teachers is highly discouraged.
  - h) Excessive and imposition of additional subject-oriented academic work or lowering of report card grades for specific infractions other than subject-related ones, such as cheating, are not to be considered valid disciplinary actions and are forbidden.
7. Document behavior infractions under the CSC levels 2, 3, and 4. All documentation will be either hand-delivered to the parents/guardians or mailed to the student's home address.
8. Inform students, parents and teachers of their right to appeal if they disagree with the disciplinary disposition. This right is inherent under the Constitution of the United States and the laws of the State of Pennsylvania.
9. No student shall be sent home before the end of the school day unless the school has established contact with the student's parent/guardian and provided notice of a suspension. All students must be picked up by a parent or guardian. Some exceptions may be considered for students attending Reading Senior High School.

## **Student/Parent Appeals**

### **1. Reasons**

- a) The application of excessive or unreasonable punishment.
- b) Punishment and corrective measures that are not in direct relationship to the seriousness of the offense.
- c) The correct policies and practices were not followed by school personnel in handling the case.

## 2. Appeal Procedures for Students/Parents

- a) On the first level of appeal, the student will meet with the teacher or administrator and explain why he or she disagrees with the disciplinary action that was taken against the student. Written documentation and explanation may be part of this process. The teacher or administrator can defer, reject, or accept the appeal. Notice of the decision must be given to the student within 24 hours.
- b) On the second level, the student or parent may request a formal conference with the principal of the school. The principal will have all the people involved in the case present for the purpose of reviewing the incident and the resulting decision. All witnesses and interested personnel have the right to be present. The principal must accept or reject the appeal within 24 hours of the formal conference. All parties involved must be notified of the decision.
- c) On the third level of appeal, the parent may contact the administration and request a review of the case. The same aspects and conditions for the second level appeal conference will be in effect.

## Teacher Appeals

### 1. Reasons

- a) The teacher feels that the disciplinary actions was not appropriate for the seriousness of the offense.
- b) The teacher believes that the correct disciplinary practices and procedures were not followed by the administrator.

### 2. Procedures for Teacher Appeals

- a) On the first level, the teacher will meet with the principal and informally discuss the reasons for the action that was taken. After the discussion, the principal will have 24 hours to accept or reject the appeal. The teacher must be notified of the decision.
- b) On the second level, the teacher must request a formal meeting with the principal for the purpose of reviewing all aspects of the case. Witnesses and written documents can be part of the proceedings. Within 24 hours, the principal must reject or accept the appeal made by the teacher. The teacher must be notified of the decision.
- c) On the third level the teacher may appeal to the Superintendent. The same aspects and conditions for the second appeal will be in effect.

# Suspension / Expulsion Guidelines

This section explains actions to be taken when a student is suspended or expelled from class/school. It describes the due process to be observed in regard to informal and formal hearings. Translation and interpreter services for English Learners and their families must be provided by the District.

### **In-School Suspension (Secondary)**

An in-school suspension (ISS) is the removal of a student from his/her regular educational schedule for more than 60 minutes of the school day to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills.

A student may be assigned an in-school suspension if:

1. In-school suspension is listed as an available consequence for the CSC behavioral infraction level,
2. The student was informed of the his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians; and
3. A copy of the Discipline Referral was provided to the student's parents/guardians.

### **Out-of-School Suspensions (OSS)/Expulsions (Refer to Board Policy 233).**

An out-of-school suspension is the removal of the student from school attendance.

#### **There are three levels of out-of-school suspension:**

1. Suspension to the Principal: it shall not exceed three (3) school days and it is issued after a hearing with a school administrator.
2. Suspension to Administration: 4-10 days issued after a formal hearing with the Hearing Officer.
3. Suspension to the Board/Expulsion: More than 10 school days. This requires a hearing before a committee of the Board of Education.

A student may be assigned an out-of-school suspension if:

1. Out-of-school suspension is listed as an available consequence for the CSC behavioral infraction level;
2. The principal or designee determines that the student's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff; or
3. The principal or designee determines that the student's behavior has caused chronic or extreme interruption to other students' participation in school activities and prior interventions have been utilized and documented;
4. The student was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians; and
5. A copy of the Discipline Referral was provided to the student's parents/guardians.

A student serving out-of-school suspension is not allowed to be on or in any school property. A student may be considered trespassing if he or she comes onto school grounds while suspended or if he/she comes back

to school after his/her suspension term without a reinstatement conference. Law enforcement may be involved to address trespassing.

A suspended student also becomes ineligible to participate in extracurricular activities, or attend school-sponsored events (field trips) during the length of the suspension (this includes any weekends that fall within the suspended period). Club sponsors and athletic coaches must check the attendance/accountability bulletin to see what students are ineligible. The ineligible student may not travel or dress for an event, game, or performance.

A reinstatement conference between parents/guardians, student, teacher, and school administrator must be held (no exceptions) prior readmitting the student to school after an out-of-school suspension. Out-of-school suspensions are excused absences. The principal must ensure that a student serving suspension is able to obtain homework, and upon the student's return, provided with the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension.

A student serving suspension must be allowed to complete work missed within a period equal to the length of the suspension. Students must also be allowed to take state assessments at school and may participate in test preparation activities. The student's attendance will still be marked as suspended.

Transition planning for students coming back from suspension or placement.

- a) If the student received an out-of-school suspension for three (3) or more days, the principal or designee must develop a plan to support the student's transition back into the school community, including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs, with input from the student and parents/guardians. A student may be referred to SAP or any other community human services provider.
- b) When a student is set to return from an expulsion and has been attending an Alternative Program, school administrators must attend a transition meeting, which should include the student, parents/guardians, and alternative school staff members, to discuss the student's return and prepare for a successful transition.
- c) A change in educational placement may take place as a condition of reinstatement in the District.

## **Alternative Education for Disruptive Youth (AEDY)**

Students may be placed in an AEDY program (outside his/her home school) for one or more of the following reasons:

1. Disregard for school authority, including persistent violation of school policy and rules.
2. Display of or use of controlled substances on school property or during school-affiliated activities.
3. Violent or threatening behavior on school property or during school-related activities.
4. Possession of a weapon on school property.
5. Commission of a criminal act on school property.
6. Misconduct that would merit suspension or expulsion under school policy.



A student may be placed in an AEDY program immediately for reasons two, three, and/or four. This is because the student is considered a threat to the safety of other students/staff or creates an unsafe school environment.

The Alternative Education Department in the District serves as the liaison for the Reading School District (RSD) and the Berks County Intermediate Unit (BCIU), the current provider of alternative placement. Students deemed disruptive to the educational process through the administrative hearing/AEDY process are recommended by the Hearing officer to the Alternative education program as candidates for 45 day placement.

## **Police Notification Guidelines**

School administrators contact the Reading Police Department (RPD) in two situations:

1. To seek assistance with an emergency situation that presents an imminent and serious threat to life, health, and/or safety of students and school staff, or
2. To notify law enforcement of specific incidents of misbehavior that are a clear violation of the PA criminal act and are included in the Memorandum of Understanding (MOU) between the Law Enforcement Authority and RSD.

### **Emergency**

School administrators have the responsibility to call 9-1-1 in situations they determine to be safety emergencies. In an emergency situation, administrators must make reasonable efforts to notify parents/guardians immediately after contacting RPD.

### **Violations of Criminal Law / Illegal activities.**

When a student engages in illegal activity, it may be necessary for school administrators to report the incident to RPD. In this situation, school officials contact RPD to report violations of the law. School officials must not contact RPD merely to request removal of a disruptive student from the school in a non-emergency situation.

In a non-emergency situation, administrators must make reasonable efforts to contact parents/guardians prior to contacting RPD.

School officials must assess the situation before determining whether or not the incident is a mandatory or a discretionary notification to Law enforcement as per current Memorandum of Understanding (MOU) cited above. School administrators must also follow the notification guidelines when the incident involves students with disabilities as per same MOU.

### **Mandatory Notifications May Include**

- Sale, use, or possession of weapons on school property.
- Possession of firearm by a minor.
- Criminal homicide.
- Aggravated assault.

- Stalking.
- Kidnapping.
- Unlawful restraint of another person.
- Rape.
- Sexual assault (aggravated, statutory, involuntary deviate, institutional, etc.).
- Arson and related offenses.
- Major institutional vandalism.
- Burglary.
- Criminal trespass.
- Rioting.
- Possession, use or sale of controlled substance, designer drug, or drug paraphernalia.
- Attempt, solicitation, or conspiracy to commit any of the above offenses.

### **Discretionary Notification of Possible Violations of Criminal Law**

- Simple Assault.
- Recklessly endangering another person.
- Terroristic threats.
- Harassment.
- Indecent exposure.
- Minor institutional vandalism.
- Theft and related offenses.
- Attempt, solicitation, or conspiracy to commit any of the above offenses
- Failure of disorderly persons to disperse upon official order.
- Disorderly conduct.
- Sale or use of tobacco products on school grounds.
- Possession and consumption of liquor.

Once school staff members contact RPD, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. School principals and staff do not have the authority to decide whether a student will be cited, arrested, fined, etc., Moreover, responding police officers do not have the authority to decide whether a student will receive interventions or consequences at school. The school principal will use the CSC to determine the appropriate intervention(s) and/or consequence(s) to address a student's behavior.

## SECTION THREE

### Progressive Discipline

Understanding discipline as a “teachable moment” is fundamental to a positive approach to discipline. Progressive discipline uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Progressive discipline does not seek punishment. Instead, progressive discipline seeks concurrent accountability and behavioral change. The goal of progressive discipline is prevention of a recurrence of negative behavior by helping students learn from their mistakes.

Every reasonable effort must be made to correct student behavior through counseling and other school-based interventions. Supports and interventions are essential because inappropriate behavior or violations of the CSC may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. Per state law, corporal punishment is explicitly prohibited under all circumstances.

Appropriate disciplinary responses should emphasize prevention and effective intervention, foster resiliency, prevent disruption to students’ education, and promote positive school culture. When a student’s misconduct results in a placement out of the classroom, the school should consider, where appropriate, using conflict mediation/resolution or the restorative circle process (secondary level) as an effective strategy to support a successful return to the student’s regular program.

#### HELPING STUDENTS LEARN FROM THEIR MISTAKES

Essential to the implementation of progressive discipline is assisting students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it has caused.
- Understand what they could have done differently in the same situation.
- Take responsibility for their actions.
- Be given the opportunity to learn pro-social strategies and skills to use in the future.
- Understand the progression of more severe consequences if the behavior reoccurs.

## FACTS TO BE CONSIDERED

The following facts must be considered prior to determining the appropriate disciplinary measures:

- The student's age and maturity.
- The student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and guidance intervention measures applied for each).
- The nature, severity, and scope of the behavior.
- The circumstances/context in which the conduct occurred.
- The frequency and duration of the behavior.
- The number of persons involved in the behavior.
- The social emotional status/needs of all persons involved in the behavior.
- The student's IEP (Individualized Education Plan), BIP (Behavioral Intervention Plan), and/or 504 Accommodation Plan, if applicable.

For a student with disabilities whose behavior impedes his/her participation in school, a functional behavioral assessment (FBA) is an essential tool to understand the causes of the student's behavior. A behavioral intervention plan (BIP) after an FBA provides specific approaches to address the student's behavior.

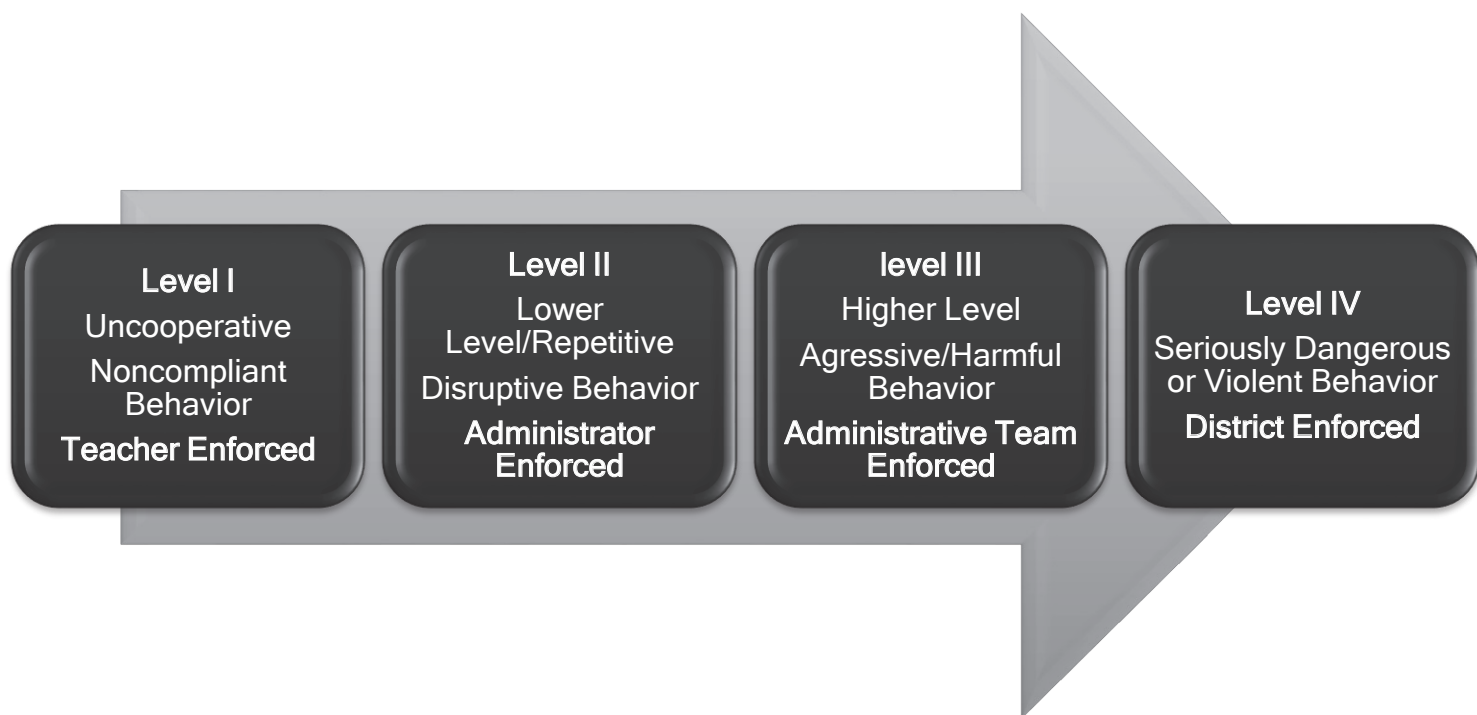
### Determining the Disciplinary Response

In determining which disciplinary measure to impose and how to best address inappropriate student conduct, school officials should evaluate the totality of the circumstances surrounding the misbehavior.

## Levels of Infractions and Disciplinary Consequences

In order to protect the right of all students to receive the best education possible in a safe and orderly learning environment, certain types of behavior are prohibited. Student misconduct is grouped into four (4) levels of infractions based on the severity of the misbehavior, place of occurrence, frequency of occurrence, and disruptive effect upon the safety and orderliness of the learning environment. Each level of infraction provides a set of possible supports and interventions as well as a range of possible disciplinary responses that may be imposed by a teacher, principal, or other designee of the Superintendent.

The enumerated infractions are not all-inclusive. Students who engage in misconduct that is not listed are nevertheless subject to appropriate disciplinary measures as illustrated herein. The Code of Student Conduct provides progressive disciplinary actions for students who engage in repeated misbehaviors despite prior interventions and/or prior imposition of appropriate disciplinary measures. More severe consequences will be imposed on those students who engage in a pattern of persistent misconduct. Whenever possible and appropriate, prior to imposing such penalties, school officials should exhaust less severe disciplinary consequences in conjunction with supports and interventions. These are the four levels of infractions:



**Schools are required to provide and document support services at all stages of the disciplinary process, including during suspension.**

When used consistently and appropriately, interventions help improve student behavior, lower the incidence of repeated misbehavior, and contribute to a more positive school environment. Support services may include any of the interventions or a combination of services that best meet the needs of the individual student.

### **Required Documentation**

All interventions and supports provided to a student in response to behavioral incidents must be entered into the District's online system, regardless of whether or not a disciplinary action is imposed. Consequences assigned by an administrator must also be documented.

## LEVEL I: UNCOOPERATIVE. NON-COMPLIANT BEHAVIOR. TEACHER-ENFORCED

**Level I infractions:** these infractions include behaviors that disrupt the learning environment and occur within the classroom. Infractions, supports/interventions, and consequences will be addressed and documented by the classroom teacher. All supports/interventions and consequences must be implemented before referring to school administration.

### INFRACTION (This is not an exhaustive list)

<input type="checkbox"/> Careless/abuse of school property <input type="checkbox"/> Computer/technology misuse, Minor <input type="checkbox"/> Disruptive behavior <input type="checkbox"/> Drinking or eating outside designated areas <input type="checkbox"/> Excessive talking <input type="checkbox"/> Failure to meet classroom responsibilities/rules <input type="checkbox"/> Failure to return forms (signed report card, interims, etc.)	<input type="checkbox"/> Goofing around <input type="checkbox"/> Inappropriate/profane language <input type="checkbox"/> Lying, cheating, misrepresentation <input type="checkbox"/> Non-permanent, minor vandalism <input type="checkbox"/> Not changing for gym <input type="checkbox"/> Not completing work <input type="checkbox"/> Not following directions <input type="checkbox"/> Not keeping hands to self <input type="checkbox"/> Out of assigned area <input type="checkbox"/> Public displays of affection	<input type="checkbox"/> Sleeping in class <input type="checkbox"/> Tardiness to class <input type="checkbox"/> Throwing objects <input type="checkbox"/> Unauthorized use of medications <input type="checkbox"/> Unprepared for class <input type="checkbox"/> Unruly play/ horseplay <input type="checkbox"/> Unexplained absences <input type="checkbox"/> Articles disruptive to class <input type="checkbox"/> Other:
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### SUPPORTS / INTERVENTIONS / CONSEQUENCES

The District will follow all state and federal laws regarding the discipline of students with disabilities as set forth in Board Policies 113.1, 113.2, 218, and 233. Nothing in the CSC should be interpreted or applied in conflict with those laws, policies, and regulations.

<p>1. Each classroom teacher will develop a Classroom Management Plan. The plan will include a description of expected student behaviors within the class and consequences for failing to adhere to the procedures.</p> <p>a. Consequences implemented by the teacher in the Classroom Management Plan may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Assign teacher/adult mentor</li> <li>• Conference with student/warning</li> <li>• Conflict resolution/referral to mediation</li> <li>• Intervention time out to another classroom</li> <li>• Loss of classroom privileges/incentives</li> <li>• Referral to school counselor, school nurse, H/S visitor, SAP, MTSS, Child Study/Core team, IEP Team (if applicable) or other school-based support.</li> <li>• Reflective assignment/apology</li> </ul>	<ul style="list-style-type: none"> <li>• Student behavior plan/weekly report</li> <li>• Student-Parent-Teacher conference</li> <li>• Teacher detention</li> <li>• Teacher/team interventions</li> <li>• Verbal warning and re-teaching of classroom rules</li> <li>• Written communication to parent/guardian</li> </ul> <p>2. Students who violate classroom rules will first be dealt with by the classroom teacher according to the Class Management Plan or Behavioral Management Plan incorporated in their IEP.</p> <p>3. Students may be referred to an administrator when, despite efforts of the teacher to change the student's behavior, the student continues to demonstrate a pattern of misconduct, refusing to follow the directions of the teacher.</p> <p>4. Other supportive/corrective interventions: review of matrix of expectations, re-teach behavior, coaching, etc.</p>
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## LEVEL II: LOWER LEVEL. DISRUPTIVE/REPETITIVE BEHAVIOR. ADMINISTRATION-ENFORCED

**Level II infractions:** These infractions include prohibited behaviors during school, during school-sponsored activities on and off school property, and while students travel to and from school on a District provided vehicle (School Bus). Misconduct that meets the definition of a Level II infraction is referred to an administrator for appropriate disciplinary action within guidelines established by the building administration:

### INFRACTION Key - \* State Reportable \*\* Dangerous Incident

<input type="checkbox"/> (78) Bus infraction <input type="checkbox"/> (79) Cafeteria violation <input type="checkbox"/> (80) Class cut (Failure to carry a hall pass) <input type="checkbox"/> (81) Cutting/not serving school detention or in-school suspension <input type="checkbox"/> (82) Disrespect/Defiance in language or actions <input type="checkbox"/> (83) Failure to display/mutilate or deface ID badge <input type="checkbox"/> (84) Inappropriate use of hall/cell phones <input type="checkbox"/> (85) Late to class, habitual	<input type="checkbox"/> (86) Late to school, Habitual <input type="checkbox"/> (87) Leaving class/ school without permission <input type="checkbox"/> (88) Leaving detention/in-school suspension w/out permission <input type="checkbox"/> (89) Parking violations <input type="checkbox"/> (90) Safety violation (i.e. student allowing other students in the building) <input type="checkbox"/> (94) Student brought in by police <input type="checkbox"/> (96) Unacceptable actions/inappropriate, language/gestures	<input type="checkbox"/> (97) Unauthorized presence outside of school building  <input type="checkbox"/> (99) Other: <ul style="list-style-type: none"> <li>▪ Forgery</li> <li>▪ Gang activity/affiliation display</li> <li>▪ Articles disruptive to school</li> <li>▪ Unauthorized sale/distribution of materials</li> <li>▪ Petty theft/stealing</li> <li>▪ Menacing statement non-criminal, etc.</li> </ul>
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## SUPPORTS / INTERVENTIONS / CONSEQUENCES

The District will follow all state and federal laws regarding the discipline of students with disabilities as set forth in Board Policies 113.1, 113.2, 218, and 233. Nothing in the CSC should be interpreted or applied in conflict with those laws, policies, and regulations.

<ul style="list-style-type: none"> <li>• Any Level I intervention or consequence</li> <li>• Documented warning</li> <li>• Lunch detention with boxed lunches (if available).</li> <li>• After school detention</li> <li>• In-school suspension (ISS)</li> <li>• Temporary Placement Classroom (TPC)</li> <li>• Confiscation of banned materials (hats, cell phones, laptop computers, digital music devices and other electronics) by administrator consistent with Dress/Grooming and/or Electronics Policies</li> <li>• Class schedule/classroom change</li> <li>• Restorative practices, restitution</li> <li>• Loss of school privileges, school-wide incentives</li> <li>• Positive practice (example: cleaning up cafeteria for misbehaving in cafeteria)</li> </ul>	<ul style="list-style-type: none"> <li>• Bus assigned seat</li> <li>• Bus probation</li> <li>• Bus suspension</li> <li>• School based community service</li> <li>• Individualized instruction if available</li> <li>• Alternatives to suspension: mini courses/module activities (if available), check in- check-out, stay-away agreements, parent/student conference with administrator/teacher (s), mentoring, parent/guardian attends class with child (one or more days), group counseling (if available), behavior contracting, etc.</li> <li>• A consequence at the administration's discretion which might include out-of-school suspension to the Principal &amp; loss of extracurricular privileges for repetitive level II infractions</li> </ul>
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### LEVEL III: HIGHER LEVEL OFFENSES. AGGRESSIVE/HARMFUL BEHAVIOR. ADMINISTRATIVE TEAM-ENFORCED

**Level III Infractions:** These infractions include prohibited behaviors during school, during school-sponsored activities on and off school property, and while students travel to and from school. Due to the seriousness of these infractions, they need an immediate referral - within 24 hours.

**INFRACTION Key** - \* State Reportable \*\* Dangerous Incident (Referral within 24 hrs.)

<input type="checkbox"/> (01) Assault on student(s) (simple) ** <input type="checkbox"/> (03) Racial/ethnic intimidation * <input type="checkbox"/> (04) All other forms of harassment/intimidation * <input type="checkbox"/> (05) Fighting (without serious bodily injury) * <input type="checkbox"/> (06) Robbery ** <input type="checkbox"/> (07) Theft and related offenses ** <input type="checkbox"/> (09) Sexual harassment * <input type="checkbox"/> (09G) Indecent exposure ** <input type="checkbox"/> (09H) Open lewdness ** <input type="checkbox"/> (09I) Obscene & other sexual materials & performances **	<input type="checkbox"/> (10A) Unlawful restraints * <input type="checkbox"/> (11) Threatening school official/student(s) * <input type="checkbox"/> (13) Burglary ** <input type="checkbox"/> (15) Institutional Vandalism * <input type="checkbox"/> (16A) Criminal trespass * <input type="checkbox"/> (16B) Failure of disorderly persons to disperse upon official order * <input type="checkbox"/> (26) Possession, use, or sale of tobacco* <input type="checkbox"/> (28) Minor altercation * <input type="checkbox"/> (29) Bullying <input type="checkbox"/> (51) Cyberbullying <input type="checkbox"/> (53) Possession, use, or sale of vaping materials	<input type="checkbox"/> (ST) Stalking * <input type="checkbox"/> (99) Other: <ul style="list-style-type: none"> <li>▪ False activation of fire alarms</li> <li>▪ Firecrackers/poppers,</li> <li>▪ Irresponsible/illegal use of district's network and computers</li> <li>▪ Gang activity that creates a major disruption in class/school, etc.</li> </ul>
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### SUPPORTS / INTERVENTIONS / CONSEQUENCES

The District will follow all state and federal laws regarding the discipline of students with disabilities as set forth in Board Policies 113.1, 113.2, 218, and 233. Nothing in the CSC should be interpreted or applied in conflict with those laws, policies, and regulations.

<ul style="list-style-type: none"> <li>• Any Level II consequences assigned by administrator</li> <li>• Corrective interventions: mini-courses, conflict mediation (may never be used for bullying), victim safety plan, etc.</li> <li>• Suspension to the Principal up to three (3) days</li> <li>• Written behavior contracting</li> <li>• Completion of a behavioral assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to community human services agencies</li> <li>• Possible referral to AEDY (Alternative Education for Disruptive Youth).</li> <li>• Certain infractions may be referred to the Superintendent of schools for an expulsion hearing before the Board of School Directors of the Reading School District.</li> <li>• All violations of the PA Crimes Code will be reported to the police and may be reported to juvenile probation (if applicable) and to the Berks County Office of Children and Youth.</li> </ul>
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## LEVEL IV: SERIOUSLY DANGEROUS/VIOLENT BEHAVIOR. VIOLATION OF PA CRIMINAL CODE. DISTRICT-ENFORCED. RECOMMENDED FOR EXPULSION.

**Level IV infractions:** These offenses include behaviors that represent an immediate danger to safety and wellbeing of the school community. Due to the seriousness of these infractions, they need immediate referral—within the same day.

**INFRACTION Key** - \* State Reportable \*\* Dangerous Incident (Immediate Referral/Within the same day)

<input type="checkbox"/> (02) Assault on school employee (simple) ** <input type="checkbox"/> (02A) Assault on student (aggravated) ** <input type="checkbox"/> (04A) Assault on staff (aggravated) ** <input type="checkbox"/> (08) Crimes related to criminal homicide <input type="checkbox"/> (09A) Rape ** <input type="checkbox"/> (09B) Involuntary sexual deviate intercourse ** <input type="checkbox"/> (09C) Statutory sexual assault ** <input type="checkbox"/> (09D) Sexual assault **	<input type="checkbox"/> (09E) Aggravated indecent assault ** <input type="checkbox"/> (09F) Indecent assault ** <input type="checkbox"/> (10) Kidnapping/interference with custody of child** <input type="checkbox"/> (12) Reckless endangering another person * <input type="checkbox"/> (14) Arson and related offenses ** <input type="checkbox"/> (16) Rioting* <input type="checkbox"/> (17) Disorderly conduct ** <input type="checkbox"/> (18) Bomb threats ** <input type="checkbox"/> (19) Terroristic threats (excluding bomb threats) **	<input type="checkbox"/> (23) Possession or use or under the influence of a controlled substance * <input type="checkbox"/> (24) Sale/distribution of a controlled substance * <input type="checkbox"/> (25) Sale, possession, use, transfer or under the influence of alcohol * <input type="checkbox"/> (54) Possession of weapon ** <input type="checkbox"/> (70) Suicide - attempted * <input type="checkbox"/> (71) Suicide - committed * <input type="checkbox"/> (99) Other:
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### SUPPORTS / INTERVENTIONS / CONSEQUENCES

The District will follow all state and federal laws regarding the discipline of students with disabilities as set forth in Board Policies 113.1, 113.2, 218, and 233. Nothing in the CSC should be interpreted or applied in conflict with those laws, policies, and regulations.

<ul style="list-style-type: none"> <li>• Mandatory Administrative Responsibilities: investigate, collect witness statements, notify the superintendent's office, and notify law enforcement.</li> <li>• Suspension to the Superintendent up to ten (10) days</li> </ul>	<ul style="list-style-type: none"> <li>• Possible referral to AEDY (Alternative Education for Disruptive Youth).</li> <li>• Students may be referred to Superintendent of school for an expulsion hearing before the Board of School Directors of the Reading School District. (IEP students will follow the MDR process).</li> </ul>
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## SECTION FOUR

### Board Policies Guidelines and Violation Consequences

This section provides summaries of key Board Policies related to student misbehaviors and disciplinary consequences. All Board policies can be found at the District's main web site at

<https://www.boarddocs.com/pa/reading/Board.nsf/Public#>

### Dress & Grooming Policy

The goals of the mandatory school Dress & Grooming Policy (Policy 221) are to create a positive educational environment for teaching and learning; comply with standards of safety, health and decency; foster a greater sense of school identity and belonging; encourage positive student behavior; and focus on academic excellence.

The administration reserves the right to evaluate individual cases for safety, security, and appropriateness. This evaluation extends to sporting events, dances, assemblies, concert performances, and any other special activities.

### Dress and Grooming Guidelines for Students K to 8

1. **Tops** - Blue, black, red or white solid color polo shirts, turtlenecks, or dress shirts (long or short sleeves). Solid blue, black, white or red sweaters.
2. **Bottoms** - Khaki, black, or navy blue dress pants or shorts. Girls are permitted to wear skorts, skirts, jumpers or dresses. (No denim, cargo, low riding pants of any kind or baggies. No pants that are torn as a fashion statement. Shorts, skorts, skirts, jumpers or dresses must be knee length).
3. **Socks** - Blue, black, brown or white socks. Girls are permitted to wear tights or pantyhose. Natural shades of pantyhose are acceptable.
4. **Shoes** - Black, brown or white shoes, boots or sneakers. No steel-toe work boots of any kind.
5. **Belts** - Navy blue, black or brown. (Must be worn on pants with belt loops.)
6. All clothing must be sized appropriately.
7. Other guidelines:
  - a. Inappropriate or offensive words, images, logos, or messages of any kind are unacceptable. For example: drugs and alcohol, gang affiliation, violence or weapons, racial slurs, sexually oriented content, profanity, and cigarette advertisements.

- b. Winter coats and book bags may not be worn inside the classrooms or cafeteria during school hours.
- c. Accessories such as sun glasses, gloves are not allowed in the classrooms or cafeteria during school hours.
- d. No hooded tops of any kind may be worn.
- e. Headgear/head coverings (hats, caps, bandanas, etc.) may not be worn in the building.

Students may be required to wear certain types of clothing while participating in physical education classes, shops, extra-curricular activities, or other situations where special attire may be required to insure the health or safety of the student. Elementary students may wear (navy blue) sweatpants on days of scheduled physical education classes.

Schools may waive the dress code for school-wide activities such as dress down Friday, play days, etc.

## Dress and Grooming Guidelines for Students in Grades 9 to 12

1. Student dress must adhere to standards which shows respect for oneself and the larger diverse school community. Students shall not wear or display clothing, symbols, pins, or other clothing accessory displaying:
  - Obscene or double meaning words, messages, or pictures
  - References to alcohol, tobacco products or any illegal drug
  - Lewd graphics or sexual comments
  - Messages or graphics advocating violent or illegal activities
  - Derogatory images or comments to any member of our school community based on their characteristics of identity such as race, ethnicity, religion, age, gender, sexual orientation, national origin, immigration status, disability, native language, etc.
  - Gang related content
2. Students are not permitted to wear revealing clothing, as judged by school administrators. Revealing clothing includes, but is not limited to:
  - Clothing that exposes cleavage, bellybutton, stomach, buttocks or any private parts, or undergarments
  - Sagging or low cut pants
  - Low cut neck lines, tube tops, strapless/halter tops, tank tops/spaghetti straps, muscle or sleeveless shirts
  - Backless blouses or blouses with ties in the back
  - Torn clothes and /or clothing constructed of see-through materials

- Shorts, skorts, jumpers, skirts, or dresses must be knee length
3. Head coverings or headgear of any kind are not permitted (for example, hooded garments, bandanas, caps, hats, etc.) unless required for religious or medical purposes.
  4. The wearing of backpacks, jackets or winter coats or other outerwear is prohibited inside the school building unless authorized by an administrator. All such items must be stored in lockers or designated areas during the school day.
  5. Clothing must be sized appropriately. Clothes must fit, and pants must be worn around the waist. The wearing of pajama pants is not permitted.
  6. Accessories such as sun glasses, gloves are not allowed in the classrooms or cafeteria during school hours.
  7. Shoes, sneakers or other appropriate footwear must be worn in school at all times unless otherwise specified by an adult authority.
  8. Students shall not wear any clothing items or accessories which, in the view of an administrator, represent a safety hazard or danger to the student, others, or school property. Examples, jewelry, hair ornaments, chains, multi-finger rings, studded bracelets or collars, etc. The school takes no responsibility for the loss, theft, or damage of aforementioned prohibited items.
  9. Students will be informed of any special dress regulations which exist in specialized school programs or activities and will be expected to abide by such regulations. Examples, while participating in physical education classes, shops, extracurricular activities or other situations when special attire may be required to insure compliance (JROTC), and health/safety of the student.
  10. School issued IDs must be presented by student upon request by any staff member in school. For instance, student must present ID at all times in order to get on the school bus. IDs are school property and should not be shared, scratched, mutilated or defaced. School administrators will determine the procedures for students obtaining replacement of lost/stolen ID's.

## **Financial Considerations**

No student shall be denied attendance at school, penalized or subject to any discipline measure for failure to comply with the dress code by reason of financial hardship.

The district shall seek the support of all local clothing retailers to secure cost saving measures for all Reading students. The district and community and parent/guardian liaison staff shall develop and maintain a list of resources. In addition, each school will work with local community service agencies, churches and business partners to secure supplies of clothing and sponsors for assisting families.

## **Emergency Exemption**

A building principal and his/her designee shall have the discretion to grant an emergency exemption to a student who is not in compliance with this policy due to an emergency, including, but not limited to, a fire, loss of housing, relocation, and/or destruction of property, or some other major life event.

## **Compliance Measures**

Each school shall develop incentives and positive reinforcement measures to encourage full compliance with the Reading School District Dress Code. Each school should strive to achieve full compliance through positive means and resort to disciplinary action only when positive measures fail to ensure compliance. In addition, schools shall communicate with parents/guardians so that expectations and benefits are fully understood by students and their families.

Disciplinary action should only be taken as a last resort to encourage compliance with the policy. Prior to initiating any disciplinary actions against a student not complying with the policy, a conference must be held with the parent/guardian and an administrator or designee to solicit parental cooperation and support.

Disciplinary action is to be initiated only after all other means to secure support and cooperation have not succeeded. A progressive discipline system is to be employed by the school staff to encourage full and consistent compliance with the least amount of disciplinary action.

No student should be considered noncompliant with the policy under the following conditions:

1. When noncompliance derives from financial hardship.
2. When a student wears a button, armband or other accouterment to exercise the right to freedom of expression, unless the accouterment signifies or is related to membership in any unauthorized organization, club, or group.
3. When a student wears the uniform of a nationally recognized youth organization such as the Girl Scouts or Boy Scouts, or JROTC on regular meeting days.
4. When complying with the dress code violates a student's sincerely held religious belief.
5. When a student's parent/guardian has officially secured an exemption from the dress code.

## **Exemptions**

Parents/Guardians desiring to exempt their children from the Reading School District Dress Code must observe the following procedures:

1. Request by mail or in person a Dress Code Exemption.
2. Meet with the designated administrator to discuss the dress code and the nature of the parent's/guardian's objections to the policy. The purposes of this meeting are to ensure that the parent/guardian understands the reasons for, and the goals of, the dress code; to verify the accuracy of the information; and to prevent fraud or misrepresentation.
3. For purposes of consistent administration of the dress code, meet with a designated district administrator to discuss the nature of the parent/guardian's objections to the policy.

## **Progressive Disciplinary Actions:**

Inappropriate clothing items are handled differently depending upon if the item is an accessory or a main clothing item as follows:

- 1. Inappropriate clothing accessories:** Clothing accessories include, but are not limited to head coverings, gloves, sun glasses, outdoor wear, book bags, etc.

### **First through third infractions are teacher-enforced interventions.**

- First infraction, student is required to remove the inappropriate clothing accessory and keep it in a locker (Grades 6-12) or designated area (Grades 1-5) for the rest of the day.
- Second infraction the clothing item is confiscated by administrator and returned to student at the end of the day.
- Third infraction, the item is confiscated by administrator and can only be returned to the student's parent. A dress code contract should be implemented during the parent/student/teacher conference at this time.

### **Subsequent infractions or if student actively refuses any step above:**

Student gets a discipline referral for Defiance and should receive interventions and consequences consistent with Disciplinary Level II as outlined in this Code of Student Conduct. For instance, student is placed on a check-in check-out 10 day plan, lunch detention, after school detention, ISS (Grades 6-12), loss of school incentive/privileges, school-based community service, etc. Out of school suspension is an option to be used as a last resort.

- 2. Inappropriate Main clothing items:** tops, bottoms, and footwear.

First and subsequent infractions of clothing items that are revealing or contain offensive words, images, logos, or messages should be referred to the school administrator and student is removed from classroom (until change of inappropriate clothing items can occur). All other clothing items are handled by the teacher. Both administrators and teachers follow the following procedure:

#### **First through third infraction:**

- Parent/Guardian is contacted by telephone (teacher or administrator) to bring in appropriate clothing
- If parent/guardian cannot bring appropriate clothing, student may receive clothing items from the Knight closet or any other clothing bank in school
- Documented warnings given in a teacher/student conference.
- Upon third infraction, a dress code contract should be implemented during the conference with student and parent/guardian.

#### **Subsequent infractions or if student actively refuses any step above:**

- Student gets a discipline referral for Defiance and should receive interventions and consequences consistent with Disciplinary Level II as outlined in this Code of Student Conduct. For instance, student is placed on a check-in check-out 10 day plan, lunch detention, ISS (Grades 6-12), loss of school incentive/privileges, school-based community service, etc. Out of school suspension is an option to be used as a last resort.

## **Attendance**

This policy outlines how all students enrolled in the District must attend school on a regular basis during the days and hours that school is in session, unless excused, and the consequences for failing to do so.

**Chronic Absentee** - a student who has missed 10% or more of the school days at any point during the school year, excused, unexcused or unlawful, is considered chronically absent. All absences count toward this total, including but not limited to medical, out-of-school suspensions, parent notes, emergencies, and approved vacations.

**Compulsory School Age (Public School Code § 11.13)** - Compulsory school age refers to the period of a child's life from the time the child enters school as a beginner, which may be no later than at the age of 8 years, until the age of 17 or graduation from a high school, whichever occurs first. (On February 19, 2014, the Commonwealth Court confirmed that students enrolled in kindergarten are subject to the compulsory attendance laws contained in the Public School Code.)

**Excused Absence** - student absence where parent has provided a written excuse that meets the district's criteria for an excused absence.

**Habitually Truant** - having six or more school days of unexcused or unlawful absences during the current school year by a child subject to compulsory school attendance.

A student may be excused for temporary absences such as mental, physical, medical or dental appointments, court appearances, family emergencies and other urgent reasons.

“Urgent Reasons” will be strictly interpreted and shall not permit irregular attendance of students.

The parent/guardian **must** provide to the building principal or designated official written evidence or proof of the reason for absence in order for the absence to be excused within three (3) days of the student’s return to school. Parents / guardians are permitted to write 10 excuse notes each year. After 10 parent excuse notes, or if the student is absent for 3 or more consecutive days, a note from a licensed health care provider is required.

Absences shall be treated as unlawful or unexcused until written notice/evidence explaining the absence is received by the District. An excuse form may not be automatically approved.

- See Board Policy 204 for the procedures to be followed for absences due to a student’s observance of a religious holiday and religious instruction.
- See Board Policy 204 for Temporary Absence Permits to be used for approved family trips.

Students will be excused from attending schools in the RSD under the following circumstances:

- Students enrolled on a full-time basis in non-public or private schools.
- Students at least age fifteen (15) whose enrollment in private trade or business schools has been approved.
- Students at least age fourteen (14) who have completed sixth grade, are engaged in farm work or private domestic service under duly issued permits.
- Students at least age sixteen (16) who are regularly employed during the school session and hold a lawfully issued employment certificate.
- Students receiving tutorial instruction in a field not offered in the District from a qualified tutor approved by the Superintendent.
- Homebound Instruction (HBI) must be requested by the child’s private health care provider or mental health care provider. It must be written by a physician, psychiatrist, nurse practitioner or physician’s assistant. Notes are approved by appropriate Reading School District Administrators in accordance with PDE guidelines. All HBI is reported to the PDE and requires an updated note at least every three months.
- If a student has three (3) unexcused absences, the District will serve a truancy notice of these absences upon the parents/guardians. If a student receives any more unexcused absences after receiving the truancy notice, a citation for violation of the compulsory school attendance laws will be filed with the District Justice. If convicted, parent/guardian and/or student may be sentenced to pay a fine and/or court costs, be mandated to perform community service, or be sentenced to complete a parenting education program. Failure to comply with any truancy sentence may result in incarceration.

A student under age thirteen (13) who fails to comply with the compulsory attendance laws shall be referred for community services (i.e. Berks County Office of Children and Youth Services) or possible disposition as a dependent child. Refer to Board Policy 204



If you are having attendance issues with your child, please contact your child's school administrators, counselors, or nurse.

## Electronic Devices Policy

The Board recognizes that mobile phones and electronic devices are now an integral part of the daily lives and culture of many of the district's students (Policy 237). Nonetheless, the Board believes that students should have an educational environment free from unnecessary disruptions and distractions. The Board has determined that the presence of mobile phones and electronic devices has the potential to distract students from their educational mission and to otherwise disrupt the educational environment.

### Definitions

Electronic Devices are all communications devices, including, but not limited to, (1) mobile telephones; (2) smart phones; (3) any device that can capture still images or videos; (4) any device that can record, store, display, transmit, or receive electronic text, audio, or video; (5) personal digital assistants (PDAs); (6) any device that can provide a connection to the Internet (whether wireless, wired, or transmitted through a cellular telephone connection); (7) laptops; (8) tablet computers; (9) electronic gaming systems, consoles, and handheld devices; (10) pagers; (11) e-readers; (12) USB/jump drives; (13) wearable technology devices that can be worn by a person, either as an accessory or as part of material used in the clothing, and is able to be connected to the Internet enabling data to be exchanged between a network and the device (for example, smart watches, smart clothing, fitness trackers, and smart jewelry); (14) computerized drones; and (15) any other technology or device developed that serves the same purpose as the devices enumerated above.

### Guidelines

The Board prohibits the possession of laser pointers and telephone paging device/beeper by any student in district buildings and on district property, including on district buses and vehicles; and at activities, sponsored, supervised, or sanctioned by the district. A school administrator may grant an exception to this specific prohibition when a student is a member of a volunteer ambulance, fire, or rescue squad or where the student has a medical condition that necessitates the use of a paging device/beeper.

The Board prohibits all students from any use of electronic devices in locker rooms, bathrooms, and other changing areas.

The Board prohibits the use of Electronic Devices to take photographs, or to record audio or video at any time during the school day or at any school sponsored event that is not open to the general public, unless the building administrator has authorized the photograph or recording by giving written consent, unless the use is authorized for educational purposes as outlined below.

If an Electronic Device utilizes the district's internet connection, the school district's Acceptable Use Policy applies and is incorporated herein by reference.

## **ELEMENTARY SCHOOLS**

The Board prohibits the use of any Electronic Device by any Elementary School student while in district buildings, on district property and grounds, on district buses, and at school sponsored activities. An Electronic Device that is possessed by any student in school buildings or on district property must remain off and kept out of sight at all times except as follows below.

Nothing in this policy shall affect the ability of the building administrator or his/her designee to grant approval for the use of an Electronic Device by a student because of a student's urgent health or safety needs, or in the event of an emergency.

Nothing in this policy shall affect the provision or use of an electronic device as stated in an Individualized Education Program or Section 504 Service Agreement.

## **SECONDARY SCHOOLS**

The Board prohibits the use of any Electronic Devices by any Secondary student during instructional times during the school day, which includes homeroom and study halls, except that students may use Electronic Devices during instructional times for instructional purposes if, and only if, they have the prior permission of the teacher and building administrator to do so.

Possession of mobile/smart phones by secondary students on school grounds is a privilege that comes with rules and consequences. The use of cell phones at school by secondary students is subject to the following restrictions:

- a. Mobile/smart phones must be set to silent mode upon entering the school building and sound mode may not be turned on again until the student leaves the building at the end of the school day.
- b. Mobile/smart phones may not be used by students to access their social media or any inappropriate web sites during the school day.
- c. Mobile/smart phones may not be used during the administration of any school quiz, test or examination.
- d. The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs by District students, whether by electronic data transfer or other means, including but not limited to texting and emailing.
- e. The Board prohibits cyberbullying by District students (Pol. 249).

Secondary students are permitted to use Electronic Devices during noninstructional times including

lunch periods, before school hours, after school hours, and between classes, so long as such use does not:

- Disrupt school activities or instruction.
- Violate any other board or school policies.
- Violate state or federal law.
- Violate any of the prohibitions set forth elsewhere in this policy.
- References.

Advisors and coaches of extra-curricular activities shall have discretion to regulate and limit the use of Electronic Devices by high school students while participating in sports or extra-curricular activities, and school sponsored trips.

Nothing in this policy shall affect the ability of the building administrator or his/her designee to grant approval for the use of an Electronic Device by a student because of a student's urgent health or safety needs, or in the event of an emergency.

Nothing in this policy shall affect the provision or use of an Electronic Device as stated in an Individualized Education Program or Section 504 Service Agreement.

### **Loss or Damage to Electronic Devices**

Students are solely responsible for the safe storage of any personal Electronic Devices that they choose to bring to school. The District will not investigate any incident of loss/theft of any electronic devices. The District shall not be liable or responsible for the loss or damage to any Electronic Devices that a student brings to school, extracurricular activities, to school sponsored events or trips, or from the confiscation of an Electronic Device as the result of a policy violation.

### **Progressive Disciplinary Actions (Secondary students):**

#### **Confiscation and return of Electronic Devices (other than mobile/smart phones):**

- Students who bring Electronic Devices or laser pens to school or to after school programs will meet with the following disciplinary consequences:
  - First Infraction - Student will required to put the Electronic Device in his/her locker or another designated area by the school administrator. School staff involved will review with the student the electronic devices guidelines and regulations.
  - Second Infraction - Confiscation of Electronic Device by school personnel. Electronic Device will be sent to a school administrator's office. Parents will be notified by the school

personnel. The Electronic Device will be returned to the student at end of school day after conference with administrator.

- Third Infraction - Confiscation of Electronic Device by teacher or school personnel. Electronic Device will be sent to a school administrator's office. Parents will be notified by the school personnel. The Electronic Device will be returned to a parent after five school days (one week) have passed. Student will receive a Level II Disciplinary action as per this Code of Student Conduct. Consequences may include a Principal's Suspension.

### **Confiscation and return of mobile/smart phones**

- Students who use their mobile/smart phones during the school day, ignoring the restrictions "a and b" mentioned above (minor infractions), will meet with the following disciplinary consequences:
  - First Infraction - Student will required to put the mobile/smart phone in his/her locker or another designated area by the school administrator. School staff involved will review with student the Electronic Devices guidelines and regulations.
  - Second Infraction - Confiscation of mobile/smart phone by school personnel. Mobile/smart phone will be sent to a school administrator's office. Parents will be notified by the school personnel. The mobile/smart phone will be returned to the student at end of the school day after conference with administrator
  - Third Infraction - Confiscation of mobile/smart phone by teacher or school personnel. Mobile/smart phone will be sent to a school administrator's office. Parents will be notified by the school personnel. The mobile/smart phone will be returned to a parent after five school days have passed.
  - Fourth Infraction - Confiscation of mobile/smart phone by teacher or school personnel. Mobile/smart phone will be sent to a school administrator's office. Parents will be notified by the school personnel. The mobile/smart phone will be returned to a parent after ten school days have passed.
  - Subsequent Infractions or failure to give the mobile/smart phone to school personnel (Defiance) - Confiscation of mobile/smart phone by teacher or school personnel. Mobile/smart phone will be sent to a school administrator's office. Parents will be notified by school personnel. The mobile/smart phone will be returned to a parent after fifteen school days have passed. Student will receive a Level II Disciplinary action as per Code of Student Conduct. Consequences may include a Principal's Suspension.
- Students who use their mobile/smart phones during the school day, ignoring the other restrictions mentioned above (major infractions), will meet with the following disciplinary consequences:

- Confiscation of mobile/smart phone by teacher or school personnel. Mobile/smart phone will be sent to a school administrator's office. Parents will be notified by school administrator. Student will receive consequences proportionate to the seriousness of the infraction as per disciplinary levels of current Code of Student Conduct. The mobile/smart phone will be returned to a parent only.
- Because such infractions may constitute a crime under the law, the district may report such conduct to local, state or federal law enforcement agencies.

## Hazing

The purpose of the Hazing Policy (Policy 247) is to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times.

Hazing is defined as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a person or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition of continued membership in, any organization. The term shall include, but not be limited to:

1. Any brutality of a physical nature, such as whipping, beating, branding;
2. Forced calisthenics;
3. Exposure to the elements;
4. Forced consumption of any food, liquor, drug or other substance;
5. Any other forced physical activity which could adversely affect the physical health and safety of the individual, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which is intended to or could result in humiliation, extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual; or
6. Any willful destruction or removal of public or private property.

For purposes of this policy, any activity, as described above, upon which the initiation or admission into or affiliation with or continued membership in an organization is directly or indirectly conditioned shall be presumed to be "forced" activity, the willingness of an individual to participate in such activity notwithstanding.

Refer to Board Policy 247 for complaint procedures.

# Student Expression

This policy establishes that students have the right to express themselves unless such expression is likely to or does materially or substantially interfere with the educational process, including school activities, school work, discipline, safety and order on school property or at school functions; threatens serious harm to the school or community; encourages unlawful activity; or interferes with another's rights. See Board Policy 220.

## Sexual Harassment

RSD shall take reasonable and appropriate action to prevent, address, and eliminate sexual harassment in the education program and activities in every school, school sponsored activity, and on school property or on busses. This effort shall include monitoring and supervision to prevent, detect, and correct instances of sexual harassment; eliminating any hostile environment; conducting investigations of complaints, formal or informal, of sexual harassment; protecting victims of sexual harassment; instituting remedial measures; and educating RSD personnel, students, parents, and guardians about sexual harassment and this policy.

Sexual harassment, a form of sex-based harassment, is defined to include sexual harassment, sexual abuse, sexual assault, sexual violence, sexual deviancy, sexually inappropriate contact, and inappropriate touching, and, as such, shall include unwelcome verbal, visual, or physical conduct of a sexual nature. Examples of sexual harassment that would violate this policy include, but are not limited to, the following:

Touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;

- Coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
- Coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another;
- Touching oneself sexually or talking about one's sexual activity in front of others;
- Spreading rumors about or rating other students as to sexual activity or performance;
- Unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact;
- Other unwelcome sexual behavior or words, including demands for sexual favors, when accompanied by implied or overt threats or implied or overt promises of preferential treatment

Refer to Board Policy 248 for policy language and incident reporting procedures.

## Student Searches

This policy establishes the Board's need and right to be able to search students, their personal belongings, lockers and vehicles in order to provide a safe learning environment when necessary.

Note: the school lockers and other district property assigned to students remain the property of the District and are subject to search by authorized personnel. Refer to Board Policies 226, 220.1, and 226.2.

## Substance Abuse - Drug and Alcohol

The Board prohibits students from using, possessing, distributing, and being under the influence of any drug/mood-altering substance, alcohol, drug paraphernalia, or anabolic steroid at any time, on school property and at any school-sponsored event regardless of location.

Incidents of possession, use, and sale of controlled substances, including alcohol, by any person on school property shall be reported to the Office of Safe Schools on the required form at least once each year.

As an extension of this policy, the following regulations and guidelines shall be used by all school district personnel when responding to drug, mood-altering substance, and alcohol-related situations.

A student who on school grounds, during a school session, or anywhere at a school-sponsored activity is under the influence of alcohol, drugs or mood-altering substances or possesses, uses, dispenses, sells or aids in the procurement of alcohol, drugs, or mood-altering substances shall be subject to discipline pursuant to the provisions and procedures outlined in Board Policy 227.

The use of steroids by students involved in athletics is prohibited. In addition to the prohibition of use, the Board directs the administration to develop educational plans regarding the use of anabolic steroids.

Students should be made aware that anabolic steroids are classified as controlled substances and that the use, unauthorized possession, purchasing, or selling could subject them to suspension, expulsion and/or criminal prosecution.

# Summarization of Drug and Alcohol Administration Guidelines

SITUATIONAL/ CATEGORY	IMMEDIATE ACTION	INVESTIGATION	NOTIFICATION OF PARENTS	NOTIFICATI ON OF POLICE	DISPOSITIO N OF SUBSTANCE	DISCIPLINE/ REHABILITATION
1. A student volunteers information about personal drug or alcohol use to a staff member and asks for help.	The student is encouraged to seek assistance from appropriate counselor or Student Assistance Team.	A staff member may request advice from the Student Assistance Team, counselor, nurse or principal.	Only with the consent of the student, unless there is a clear and imminent danger.	No	Not applicable	None. Referral to the Student Assistance Team or appropriate counselor.
2. A student contacts a staff member in regard to the drug or alcohol use of another student.	The student who contacts a staff member is encouraged to get the student with a problem to personally seek assistance and is offered support for doing so.	Limited to the staff member, although the counselor, nurse, principal or Student Assistance Team may be contacted for assistance.	No	No	Not applicable	None. Referral to the Student Assistance Team or appropriate counselor.
3. The possible use of drugs, alcohol or mood-altering substances by a student is indicated or suspected, but there is no evidence of violation of law or school regulation.	The principal or designee is notified immediately. The student is escorted to the health room and assessed by the certified school nurse.	Referral to school counselor and Student Assistance Team.	Notification of behavior and/or performance indicators, if warranted by principal or designee.	Not applicable	Not applicable.	An intervention conference will be held if the principal or Student Assistance Team feels it is indicated by the data.
4. The student has a medical emergency related to a suspected drug, mood-altering substance or alcohol.	Standard health and first aid procedures will be followed. The certified school nurse will be summoned immediately. The student may be transported to a medical facility at parental expense.	The principal will investigate the incident. This may include a search of the student, his/her locker, and other possessions.	Notification of the incident in the case of a health problem or medical emergency by principal, his designee or certified school nurse.	At the discretion of the principal.	Confiscated for analysis, if warranted.	Referral to the Student Assistance Team. If there is evidence of further violation, see appropriate situational category.
5. A student possesses a drug/mood-altering substance/alcohol, a look alike, or drug-related paraphernalia.  *Failure to comply with rehabilitation recommendations will lead to an expulsion hearing.	Paraphernalia is confiscated by staff member. Principal is summoned. Staff member writes an anecdotal report of the incident.	The student, his/her desk, locker, and other possessions may be searched by the principal or designee.	Yes, if evidence warrants.	At the discretion of the principal.	Confiscated for analysis, if warranted.	Referral to Student Assistance Team. Informal hearing with principal/asst. supt., up to 10 days suspension. If recommended by Student Assistance Team, an assessment will be made by a licensed drug and alcohol facility within 10 days and compliance with its recommendations. While on suspension excluded from all extracurricular activities.



SITUATIONAL/ CATEGORY	IMMEDIATE ACTION	INVESTIGATION	NOTIFICATION OF PARENTS	NOTIFICATI ON OF POLICE	DISPOSITIO N OF SUBSTANCE	DISCIPLINE/ REHABILITATION
6. A student is found to be in possession, use or under the influence of drugs, mood-altering substances, or alcohol when attending any school-sponsored function.	The chaperone will contact the group advisor or administrator. An anecdotal report of the incident will be written and submitted to the principal.	The student, his/her desk, locker, and other possessions may be searched by the principal or designee.	Yes	At the discretion of the principal or his/her designee.	Confiscated; analysis may be made for possible use in further proceedings.	The student may be sent home immediately at parental expense or detained until a parent can accompany the student. Further discipline as provided by the appropriate situational category will be administered following the principal's investigation.
7. A student possesses, uses or is under the influence of drugs, mood-altering substances, or alcohol. First offense - Cooperative.	Principal is summoned. Student is escorted to the health room and assessed by the certified school nurse. Staff member writes an anecdotal report of the incident.	The student, his/her desk, locker, and other possessions may be searched by the principal or designee.	Yes, parental conference arranged as soon as possible.	Yes	Confiscated; analysis may be made.	Referral to Student Assistance Team. Informal hearing with principal/assistant supt. up to 10 days suspension. Required attendance in support information group and/or assessment by a licensed drug and alcohol facility within 10 days, and compliance with its recommendations. Students requiring assessment are excluded from extracurricular activities for a minimum of 20 days. All others are excluded from extracurricular activities for 10 days.
8. A student possesses, uses, or is under the influence of drugs, mood-altering substances, or alcohol. First offense - Uncooperative.  *Failure to comply with rehabilitation recommendations will lead to an expulsion hearing.	Principal is summoned. Staff member writes an anecdotal report of the incident.	The student, his/her desk, locker, and other possessions may be searched by the principal or designee.	Yes, parental conference arranged as soon as possible.	Yes	Confiscated; analysis may be made for possible use in further proceedings.	Referral to Student Assistance Team. Informal hearing with principal/assistant supt. up to 10 days suspension. Required attendance in support information group and/or assessment by a licensed drug and alcohol facility within 10 days, and compliance with its recommendations. Excluded from extracurricular activities for a minimum of 45 school days.

SITUATIONAL/ CATEGORY	IMMEDIATE ACTION	INVESTIGATION	NOTIFICATION OF PARENTS	NOTIFICATI ON OF POLICE	DISPOSITIO N OF SUBSTANCE	DISCIPLINE/ REHABILITATION
9. A student is caught <u>again</u> in possession, use, or under the influence of drugs, mood-altering substances or alcohol. Second offense.	Principal is summoned. Staff member writes an anecdotal report of the incident.	The student, his/her desk, locker, and other possessions may be searched by the principal or designee.	Yes, parental conference arranged as soon as possible.	Yes	Confiscated; analysis may be made for possible use in further proceedings.	Referral to Student Assistance Team. Informal hearing with principal/asst. supt., up to 10 days out-of-school suspension. Formal School Board hearing recommending expulsion from school. The administration will request that conditions for the return to school following the expulsion include an assessment by a licensed drug and alcohol facility and compliance with the recommendations of the facility.
10. A student is distributing a drug, mood-altering substance, or alcohol.  *Failure to comply with rehabilitation recommendations will lead to an expulsion hearing.	Principal is summoned. Staff member writes an anecdotal report of the incident. Police notified.	The student, his/her desk, locker, and other possessions may be searched by the principal or designee.	Yes, parental conference arranged as soon as possible.	Yes	Confiscated; analysis may be made for possible use in further proceedings.	Referral to Student Assistance Team. Informal hearing with principal/asst. supt., up to 10 days out-of-school suspension. Formal School Board hearing recommending expulsion from school. The administration will request that conditions for the return to school following the expulsion include an assessment by a licensed drug and alcohol facility and compliance with the recommendations of the facility.

## Tobacco and Electronic Nicotine Delivery Systems

The Board recognizes that tobacco and electronic nicotine delivery systems, or “ENDS”, present a health and safety hazard that can have serious consequences for both users and nonusers and the safety and environment of the schools.

For purposes of this policy, tobacco includes a lighted or unlighted cigarette, cigar, pipe or other smoking product or material and smokeless tobacco in any form.

For purposes of this policy, electronic nicotine delivery system, or “ENDS”, refers to an electronic oral device, such as one composed of a heating element and battery or electronic circuit, or both, that provides a vapor of nicotine or any other substance and the use or inhalation of which simulates smoking, notwithstanding whether the device is manufactured, distributed, marketed, or sold as an e-cigarette, e-cigar, e-pipe, vape, vaporizer, vape pen, hookah pen, as well as the component parts and supplies of such a device, including e-liquids, cartridges, atomizers, cartomizers, clearomizers, tank systems, drip tips, and flavorings.

The Board prohibits possession, use or sale of tobacco and ENDS by students at any time in a school building and on any property, buses, vans and vehicles that are owned, leased or controlled by the school district.

The Board prohibits possession, use or sale of tobacco and ENDS by students at school-sponsored activities that are held off school property.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. Refer to Policy 222.

## **Video/Audio Surveillance**

The use of a video/audio recording is intended to assist the administration, contractors, and drivers in observing behavior, preventing violation of bus rules, school rules, regulations, district policies and Pennsylvania law, and utilizing and/or dispensing such surveillance when required for disciplinary, civil and/or criminal matters.

Video/Audio recorders may be placed on any and all buses or schools. All students are subject to being videotaped on the school bus or at school at any time.

The video/audio media are intended for use with respect to issues relating to safety and behavior on the bus and at school. Video/audio media are not intended for general viewing by a student, employee, parent/guardian, or public and shall not be made available for general viewing purposes. Refer to Board Policy 810.2.

## **Volunteers**

This policy defines volunteer categories within our schools and the requirements for each. There are three volunteer categories:

- Visitor Volunteers—who will not have extended close physical contact with students and will not be alone with students.

- Assistive Volunteers—who will have extended close physical or one-on-one contact with students, but will never be alone with or responsible for students.
- Independent Volunteers—who may be alone with or responsible for a student or small group of students.

Each volunteer category has different requirements and clearance approvals. Interested volunteers must meet all requirements and clearances prior to volunteering. Refer to Board Policy 916.

## Weapons

This policy prohibits the possession of weapons, facsimiles and/or look-alikes on school premises, at school-sponsored events or when traveling to and from school, with the exception of those belonging to law enforcement personnel and those approved by the school as part of a program. Refer to the Board Policies 218 and 218.1 for a definition of a weapon and consequences for violations.

## Bullying/Cyberbullying

This policy explains why a safe school environment free from bullying is necessary for students to learn and achieve high academic standards. For the purpose of this policy, bullying is an intentional electronic, written, verbal or physical act, or series of acts (a) directed at another student or students, (b) which occurs in a school setting, (c) that is severe, persistent or pervasive, and (d) that has the effect of doing any of the following:

- Substantially interfering with a student's education;
- Creating a threatening environment; or
- Substantially disrupting the orderly operation of the school.

For example, bullying could be cyberbullying and/or a form of harassment in which the behavior is intended, or perceived to intend, to harm or cause distress to another. It may include, but is not limited to, actions such as verbal taunts, physical aggression, extortion of money or possessions, exclusion from peer groups within school, name-calling and derogatory comments, including any discriminatory statements prohibited by and consistent with the school district's non-discrimination and harassment Board Policy 249

Here is a commonly used definition of bullying\*:

*A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself.*

This definition of bullying has three major components: First, it is aggressive behavior that involves unwanted, negative actions. Second, bullying typically involves a pattern of behavior repeated over time. Finally, it involves an imbalance of power or strength.

- Olweus, D., Limber, S., Flerx, V., Mullin, N., Riese, J., and Snyder, M. (2007). *Olweus Bullying Prevention Program. Schoolwide Guide*. Center City, MN: Hazelden.

## **SECTION FIVE**

# **Reporting and Investigation Procedures of Bullying / Cyberbullying / Harassment / Intimidation Incidents**

### **1. Reporting**

Schools must ensure that all students understand how complaints of harassment, bullying (including cyberbullying), and intimidation can be reported and that staff understand their responsibility to report such incidents.

Any student who believes that he/she has been the victim of bullying (including cyberbullying), harassment, and intimidation should report the incident to the school principal or his/her designee or to any other school employee. Other students and parents may also report such incidents using the attached Bullying Incident Report. Such reports will be handled pursuant to the Reading School District's Bullying/Cyberbullying and Harassment Board Policy 249.

If a student feels uncomfortable making a report to a school staff member, the student may do an anonymous report or use the District's Anonymous Tip Line to share information about incidents or issues affecting his/her safety. Text or call 484-769-1833. Or e-mail [tipline@readingsd.org](mailto:tipline@readingsd.org). Parents are also encouraged to use this Anonymous Tip Line.

Examples of circumstances where this might be appropriate include: if the student is not sure the behavior is covered by the regulation; if a student previously made a report and the behavior has continued; or if the student is concerned about coming forward. In such circumstances, the District will determine the appropriate follow-up action. All anonymous report alleging harassment, intimidation and/or bullying will be investigated in light of the information provided by the anonymous reporter.

### **Reporting Responsibility of All School Staff**

Any staff member who witnesses student-to-student discrimination, harassment, intimidation and/or bullying or who has knowledge or information or receives notice that a student may have been the victim of such behavior by another student is required to promptly orally report the alleged act to the School principal(s) or to the principal/designee within one school day and file a written report with School principal or to the principal/designee no later than two school days after making the oral report. Schools shall keep all written reports on file.

When the School principal or any staff member receives a report of harassment, intimidation and/or bullying, s/he must immediately notify the principal or her/his designee (applicable assistant principal and/or dean and/or other staff member identified by the principal, depending

on the grade level and staffing structure of the school). The principal/designee is responsible for investigating and taking appropriate follow-up action.

## **2. Investigation of a Bullying Incident**

Schools must investigate all complaints made of student-to-student bias-based harassment, intimidation and/or bullying.

### **Investigative Steps**

The principal/designee must take the following investigative steps, as soon as practicable, but in any event, not later than five days after receipt of the complaint:

1. Interview the alleged victim and document the conversation;
2. Ask the alleged victim to prepare a written statement that includes as much detail as possible, including a description of the behavior, when it took place, and who may have witnessed it;
3. Interview the accused student and advise him/her that if the conduct has occurred, it must cease immediately;
4. Ask the accused student to prepare a written statement; and
5. Interview any witnesses and obtain their written statements.

The investigation must determine if the alleged behavior violates the District's Bullying Policy. In making this determination, it is necessary to evaluate the totality of the circumstances surrounding the conduct. The following facts should be considered:

- Ages or grades of the parties involved.
- Nature, severity and scope of the behavior.
- Frequency and duration of the behavior.
- Number of persons involved in the behavior.
- Context in which the conduct occurred.
- Where the conduct occurred.
- Whether there have been other incidents in the school involving the same students.
- Whether the conduct adversely affected the student's education.

### **Results of Investigation**

Any student found in violation of the District's Bullying Policy (Policy # 249) shall be subject to appropriate remediation measures and/or disciplinary action consistent with policy # 249. Such actions may include but are not limited to the following:

1. Counseling within the school.
2. Parental conference.

3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Counseling/Therapy outside of school.
9. Referral to law enforcement officials.

If the principal/designee believes that the alleged conduct constitutes criminal activity, s/he must contact the police. The principal/designee must also consult with the Office of the Assistant to the Superintendent or his/her designee to decide follow-up actions.

The investigation, its conclusions, parental contacts, administrative actions taken must be documented using page # 2 of the Bullying Incident Report. Follow up Conferences with students involved must be documented in page # 3.

The principal or his/her designed will submit a summary of reported incidents of Bullying, Harassment or Intimidation to the office of the Assistant to the Superintendent at the end of each semester. It is also the responsibility of the principal or his/her designee to report and code these incidents appropriately in the District's Information Management System.

## READING SCHOOL DISTRICT

### BULLYING / HARASSMENT / INTIMIDATION INCIDENT REPORT (Note: Reports may be filed anonymously.)

Bullying occurs when a person is exposed, repeatedly, on purpose, and over time, to mean or hurtful actions on the part of one or more other persons, and he/she has difficulty defending himself or herself. Bullying is expressly prohibited and will not be tolerated in the Reading School District. This form is to be used to report and investigate alleged incidents of bullying. Please complete all sections of the form and return to the Building Principal.

Today's Date: \_\_\_\_\_

School: \_\_\_\_\_

<b>PERSON REPORTING INCIDENT</b>	Name: _____
Telephone: _____	E-mail: _____
Place an X in the appropriate box: <input type="checkbox"/> Student <input type="checkbox"/> Student (witness/bystander) <input type="checkbox"/> Parent/guardian <input type="checkbox"/> Close adult relative	
<input type="checkbox"/> School staff	

#### I. BULLYING INCIDENT

##### 1. Information about the Incident:

Name of student (s) being bullied: \_\_\_\_\_ Grade: \_\_\_\_\_

Name of alleged perpetrator (s): \_\_\_\_\_ Grade: \_\_\_\_\_

Date (s) incident (s) occurred: \_\_\_\_\_

Time incident (s) occurred: \_\_\_\_\_

##### 2. Location of Incident(s) (Check all that apply):

- |                                      |   |  |
|--------------------------------------|---|--|
| <input type="checkbox"/> Stairwell   | <input type="checkbox"/> Water fountain                     | <input type="checkbox"/> Lunchroom/cafeteria |
| <input type="checkbox"/> Hallway     | <input type="checkbox"/> While waiting outside the building | <input type="checkbox"/> To/from school      |
| <input type="checkbox"/> Classroom   | <input type="checkbox"/> After school program at school     | <input type="checkbox"/> Bus stop            |
| <input type="checkbox"/> Bathroom    | <input type="checkbox"/> School sponsored activity          | <input type="checkbox"/> Bus                 |
| <input type="checkbox"/> Gym         | <input type="checkbox"/> Phone/social media                 | <input type="checkbox"/> Other: _____        |
| <input type="checkbox"/> Playground  | <input type="checkbox"/> Line-up areas                      |  |
| <input type="checkbox"/> Locker room |   |  |

##### 3. Witnesses (List people who saw the incident, who were told about the incident or have information about it):

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ ☐ Student ☐ Staff ☐ Other \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ ☐ Student ☐ Staff ☐ Other \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ ☐ Student ☐ Staff ☐ Other \_\_\_\_\_

##### 4. Bullying Behaviors (check all that apply):

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Name calling                     | <input type="checkbox"/> Racial/religious mean comments | <input type="checkbox"/> Intimidation                           |
| <input type="checkbox"/> Shoved/pushed                    | <input type="checkbox"/> Taunting/ridiculing            | <input type="checkbox"/> Forced to do something                 |
| <input type="checkbox"/> Hit, kicked, punched             | <input type="checkbox"/> Writing/graffiti               | <input type="checkbox"/> Teasing/ demeaning jokes               |
| <input type="checkbox"/> Asked another person to hit/harm | <input type="checkbox"/> Staring/leering                | <input type="checkbox"/> Money or other things taken or damaged |
| <input type="checkbox"/> Telling lies or false rumors     | <input type="checkbox"/> Stalking                       | <input type="checkbox"/> Cyber-bullying                         |
| <input type="checkbox"/> Making Threats                   | <input type="checkbox"/> Sexual comments                | <input type="checkbox"/> Excluding from group                   |
|   | <input type="checkbox"/> Inappropriate touching         |   |

**5. Student's factual statement describing the details of the incident** (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional paper and attach to this document as needed (also attach any evidence: notes, email, pictures/video, audio, website, etc.)



## FOR ADMINISTRATIVE USE ONLY

### II. INVESTIGATION

1. **Interviews and written statements:** If students are being interviewed as witnesses, they will be asked: Were you ever witnessed to the student being bullied? If so, how and where? When did it occur? Who was doing the bullying?
- |  |             |             |
|--|-------------|-------------|
| <input type="checkbox"/> Interviewed perpetrator     | Name: _____ | Date: _____ |
| <input type="checkbox"/> Interviewed bullied student | Name: _____ | Date: _____ |
| <input type="checkbox"/> Interviewed witnesses       | Name: _____ | Date: _____ |
|  | Name: _____ | Date: _____ |
2. **Any prior documented Incidents by the aggressor?** ☐ Yes ☐ No
- If yes, have incidents involved target or target group previously? ☐ Yes ☐ No
3. **Did a physical injury result from this incident?**
- ☐ No ☐ Yes, but it did not require medical attention ☐ Yes, and it required medical attention (please explain)
- Medical attention required: \_\_\_\_\_
4. **Was the student victim absent from school as a result of this incident?** ☐ Yes ☐ No
- If yes, how many days was the student victim absent from school as a result of the incident? \_\_\_\_\_
5. **Summary of Investigation:**

### III. CONCLUSIONS FROM THE INVESTIGATION

1. **Final Report of Investigation:** This is the result of my investigation of this incident (check appropriate response):
- ☐ Found grounds to substantiate the allegations
- ☐ Did not find grounds to substantiate the allegations
- ☐ Did not find enough information to make a judgment on the allegations
2. **Contacts (Check all that apply):**
- ☐ Bullied Student's parent/guardian Date: \_\_\_\_\_ ☐ Perpetrator's parent/guardian Date: \_\_\_\_\_
- ☐ Other: \_\_\_\_\_ Date: \_\_\_\_\_
3. **Actions Taken (*Peer mediation should not be used as a resolution strategy for bullying/cyberbullying complaints*):**
- ☐ Disciplinary Consequences: \_\_\_\_\_
- ☐ Referral for additional support services: \_\_\_\_\_
- ☐ Other (restorative intervention, restitution, etc.) \_\_\_\_\_
4. **Follow-up (Please complete attached Follow-Up).**
- ☐ Follow-up with bullied student: scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_
- ☐ Follow-up with perpetrator: scheduled for \_\_\_\_\_ Initial and date when completed: \_\_\_\_\_
5. **Report forwarded to Principal:** \_\_\_\_\_ **Date** \_\_\_\_\_
- (If principal was not the investigator)

**Investigator's Signature and Title:** \_\_\_\_\_ **Date:** \_\_\_\_\_

#### IV. FOLLOW-UP

Follow-up Conference Date: \_\_\_\_\_ Time: \_\_\_\_\_

Conducted by: \_\_\_\_\_

People present:

☐ Administrator \_\_\_\_\_ ☐ Social Worker \_\_\_\_\_ ☐ Counselor \_\_\_\_\_ ☐ Teacher \_\_\_\_\_  
☐ Student \_\_\_\_\_ ☐ Parent \_\_\_\_\_ ☐ Parent \_\_\_\_\_ ☐ Witnesses \_\_\_\_\_  
☐ School Psychologist ☐ Other \_\_\_\_\_

According to student, situation is: Better ☐ Worse ☐ No difference ☐

Comments:

\_\_\_\_\_  
\_\_\_\_\_

Parent Contact: Date: \_\_\_\_\_ Time: \_\_\_\_\_ Person making contact: \_\_\_\_\_

Additional Actions / Notes:

\_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\*

#### IV. FOLLOW-UP

Follow-up Conference Date: \_\_\_\_\_ Time: \_\_\_\_\_

Conducted by: \_\_\_\_\_

People present:

☐ Administrator \_\_\_\_\_ ☐ Social Worker \_\_\_\_\_ ☐ Counselor \_\_\_\_\_ ☐ Teacher \_\_\_\_\_  
☐ Student \_\_\_\_\_ ☐ Parent \_\_\_\_\_ ☐ Parent \_\_\_\_\_ ☐ Witnesses \_\_\_\_\_  
☐ School Psychologist ☐ Other \_\_\_\_\_

According to student, situation is: Better ☐ Worse ☐ No difference ☐

Comments:

\_\_\_\_\_  
\_\_\_\_\_

Parent Contact: Date: \_\_\_\_\_ Time: \_\_\_\_\_ Person making contact: \_\_\_\_\_

Additional Actions / Notes:

\_\_\_\_\_  
\_\_\_\_\_

# Student Dress & Grooming Contract (Grades K to 8)

**Purpose:** To promote generally accepted standards of decency, decorum, health, and safety among the students at the Reading School District.

**The Dress Code is mandatory at the Reading School District.** We review the policy in detail with your child the first week of school. The Dress & Grooming Policy is located in the Code of Student Conduct that you received. You may also view it in its entirety on your school and district website.

## Dress and Grooming Guidelines

1. **Tops** - Blue, black, red or white solid color polo shirts, turtlenecks, or dress shirts (long or short sleeves). Solid blue, black, white or red sweaters.
2. **Bottoms** - Khaki, black or navy blue dress pants or shorts. Girls are permitted to wear skorts, skirts, jumpers or dresses. (No denim, cargo, low riding pants of any kind or baggies. No pants that are torn as a fashion statement. Shorts, skorts, skirts, jumpers or dresses must be knee length).
3. **Socks** - Blue, black, brown or white socks. Girls are permitted to wear tights or pantyhose. Natural shades of pantyhose are acceptable.
4. **Shoes** - Black, brown or white shoes, boots or sneakers. No steel-toe work boots of any kind are allowed.
5. **Belts** - Navy blue, black or brown. (Must be worn on pants with belt loops.)
6. All clothing must be sized appropriately.
7. **Other guidelines:**
  - Inappropriate or offensive words, images, logos, or messages of any kind are unacceptable. For example: drugs and alcohol, gang affiliation, violence or weapons, racial slurs, sexually oriented content, profanity, and cigarette advertisements.
  - Winter coats and book bags may not be worn inside the classrooms or cafeteria during school hours.
  - Accessories such as sun glasses, gloves are not allowed in the classrooms or cafeteria during school hours. Students are encouraged not to bring jewelry to school. The school takes no responsibility for the loss, theft, or damage of aforementioned items.
  - Hooded garments (Hoodies) are not permitted.
  - Headgear/head coverings (hats, caps, bandanas, etc.) are not allowed to be worn in the building.

## Progressive Disciplinary Actions:

Inappropriate clothing items are handled differently depending upon if the item is an accessory or a main clothing item as follows:

1. **Inappropriate clothing accessories:** Clothing accessories include, but are not limited to head coverings, gloves, sun glasses, outerwear, book bags, etc.

### **First through third infractions are teacher-enforced interventions.**

- First infraction, student is required to remove the inappropriate clothing accessory and keep it in a locker (Grades 6-8) or designated area (Grades 1-5) for the rest of the day.
- Second infraction the clothing item is confiscated by administrator and returned to student at the end of the day.
- Third infraction, the item is confiscated by administrator and can only be returned to the student's parent. A dress code contract should be implemented during the parent/student/teacher conference at this time.

### **Subsequent infractions or if student actively refuses any step above:**

Student gets a discipline referral for Defiance and should receive interventions and consequences consistent with Disciplinary Level II as outlined in the Code of Student Conduct. For instance, student is placed on a check-in check-out 10 day plan, lunch detention, after school detention, ISS (Grades 6-8), loss of school incentive/privileges, school-based community service, etc. Out of school suspension is an option to be used as a last resort.

2. **Inappropriate Main clothing items:** tops, bottoms, and footwear.

First and subsequent infractions of clothing items with offensive words, images, logos, or messages should be referred to the school administrator and student is removed from classroom (until change of inappropriate clothing items can occur). All other clothing items are handled by the teacher. Both administrators and teachers follow the following procedure:

### **First through third infraction:**

- Parent/Guardian is contacted by telephone (teacher or administrator) to bring in appropriate clothing
- If parent/guardian cannot bring appropriate clothing, student may receive clothing items from the Knight closet or any other clothing bank in school
- Documented warnings given in a teacher/student conference.
- Upon third infraction, a dress code contract should be implemented during the conference with student and parent/guardian.

**Subsequent infractions or if student actively refuses any step above:** Student gets a discipline referral for Defiance and should receive interventions and consequences consistent with Disciplinary Level II as outlined in the Code of Student Conduct. For instance, student is placed on a check-in check-out 10 day plan, lunch detention, ISS (Grades 6-8), loss of school incentive/privileges, school-based community service, etc. Out of school suspension is an option to be used as a last resort.

**I understand and will abide by the Dress & Grooming Policy at The Reading School District:**

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

# Student Dress and Grooming Contract (Grades 9 to 12)

**Purpose:** To promote generally accepted standards of decency, decorum, health, and safety among the students at Reading High School

**The Dress and Grooming Code is mandatory at Reading High School.** We review the policy in detail with your student the first week of school. The Dress & Grooming Policy is located in the Code of Student Conduct that you received. You may also view it in its entirety on the school and district website.

## Dress and Grooming Guidelines

1. Student dress must adhere to standards which shows respect for oneself and the larger diverse school community. Students shall not wear or display clothing, symbols, pins, or other clothing accessory displaying:
  - Obscene or double meaning words, messages, or pictures
  - References to alcohol, tobacco products or any illegal drug
  - Lewd graphics or sexual comments
  - Messages or graphics advocating violent or illegal activities
  - Derogatory images or comments to any member of our school community based on their characteristics of identity such as race, ethnicity, religion, age, gender, sexual orientation, national origin, immigration status, disability, native language, etc.
  - Gang related content
2. Students are not permitted to wear revealing clothing, that includes, but is not limited to:
  - Clothing that exposes cleavage, bellybutton, stomach, buttocks or any private parts, or undergarments
  - Sagging or low cut pants
  - Leggings or stretch pants used as outerwear
  - Low cut neck lines, tube tops, strapless/halter tops, tank tops/spaghetti straps, muscle or sleeveless shirts
  - Backless blouses or blouses with ties in the back
  - Torn clothes and /or clothing constructed of see-through materials
  - Shorts, skorts, jumpers, skirts, or dresses must be knee length
3. Head coverings of any kind are not permitted (for example, hoodies, bandanas, caps, hats, etc.) unless required for religious or medical purposes.
4. The wearing of backpacks, jackets or winter coats or other outerwear is prohibited inside the school building unless authorized by an administrator. All such items must be stored in lockers or designated areas during the school day.
5. Clothing must be sized appropriately. Clothes must fit, and pants must be worn around the waist. The wearing of pajama pants is not permitted.
6. Accessories such as sun glasses, gloves are not allowed in the classrooms or cafeteria during school hours.
7. Shoes, sneakers or other appropriate footwear must be worn in school at all times unless otherwise specified by an adult authority. No open-toed/backless shoes, sandals, flip-flops, bedroom shoes, or slippers of any kind are permitted.
8. Students shall not wear any clothing items or accessories which, in the view of an administrator, represent a safety hazard or danger to the student, others, or school property. Examples, jewelry, hair ornaments, chains, multi-finger rings, studded bracelets or collars, etc. The school takes no responsibility for the loss, theft, or damage of aforementioned prohibited items.
9. Students will be informed of any special dress regulations which exist in specialized school programs or activities and will be expected to abide by such regulations. Examples, while participating in physical education classes, shops, extracurricular activities or other situations when special attire may be required to insure compliance (JROTC), and health/safety of the student.
10. School issued IDs must be presented by student upon request by any staff member in school. For instance, student must present ID at all times in order to get on the school bus. IDs are school property

and should not be shared, scratched, mutilated or defaced. School administrators will determine the procedures for students obtaining replacement of lost/stolen ID's.

**Progressive Disciplinary Actions:** Inappropriate clothing items are handled differently depending upon if the item is an accessory or a main clothing item as follows:

- 1. Inappropriate clothing accessories:** Clothing accessories include, but are not limited to head coverings, gloves, sun glasses, outerwear, backpacks, etc.

**First through third infractions are teacher-enforced interventions.**

- First infraction, redirect noncompliant behavior by asking student to remove the inappropriate clothing accessory and keep it in a locker or designated area for the rest of the day.
- Second infraction the clothing item is confiscated by administrator and returned to student at the end of the day.
- Third infraction, the item is confiscated by administrator and can only be returned to the student's parent. Student is referred to behavior health team (if available). A dress code contract should be implemented during the parent/student/teacher conference at this time.

**Subsequent infractions or if student actively refuses any step above:** Student gets a discipline referral for Defiance and should receive interventions and consequences consistent with Disciplinary Level II as outlined in the Code of Student Conduct. For instance, student is placed on a check-in check-out 10 day plan, lunch detention, after school detention (if available), ISS, loss of school incentive/privileges, school-based community service, etc. Out of school suspension is an option to be used as a last resort.

- 2. Inappropriate Main clothing items:** tops, bottoms, and footwear.

First and subsequent infractions of clothing items listed under 1 (obscene, derogatory, offensive) and 2 (revealing) above should be referred to the school administrator and student is removed from classroom (until change of inappropriate clothing items can occur). All other clothing items are handled by the teacher. Both administrators and teachers follow the following procedure:

**First through third infraction:**

- Parent/Guardian contacted by telephone (teacher or administrator) to bring in appropriate clothing
- If parent/guardian cannot bring appropriate clothing, student may receive clothing items from the Knight closet or any other clothing bank in his/her school
- Documented warnings given in a teacher/student conference.
- Upon third infraction, a referral to behavior health team (If available) is made. A dress code contract should be implemented during the conference with student and parent/guardian. Informal conference with administrator is another option.

**Subsequent infractions or if student actively refuses any step above:** Student gets a discipline referral for Defiance and should receive interventions and consequences consistent with Disciplinary Level II as outlined in the Code of Student Conduct. For instance, student is placed on a check-in check-out 10 day plan, lunch detention, ISS, loss of school incentive/privileges, school-based community service, etc. Out of school suspension is an option to be used as a last resort.

**I understand and will abide by the Dress & Grooming Policy at Reading High School:**

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

# SECTION SIX

## Community Resources

<u>Name</u>	<u>Address</u>	<u>Phone#</u>
<b><u>Homelessness/Emergency Shelter</u></b>		
Berks Co. Coalition to End Homelessness	336 S 18 <sup>th</sup> St Reading, PA 19601	610-372-7222
Berks Women in Crisis	255 Chestnut St Reading, PA 19602	610-372-9540
City Lights	246 N 9 <sup>th</sup> St Reading, PA 19601	610-207-5184
Easy Does It	647 Walnut St Reading, PA 19601	610-373-9550
Family Promise	325 N 5 <sup>th</sup> St Reading, PA 19601	610-373-3323
Hope Rescue Mission	645 N 6 <sup>th</sup> St Reading, PA 19601	610-375-4224
Mary's Shelter	325 S 12 <sup>th</sup> St Reading, PA 19601	610-373-1973
Opportunity House	430 N 2 <sup>nd</sup> St Reading, PA 19601	610-374-4696
YMCA	608 Washington St Reading, PA 19601	610-378-7400
<b><u>Food Banks, Pantries, &amp; Soup Kitchens</u></b>		
Bethel AME Church	330 West Windsor St Reading, PA 19601	610-376-7555
Greater Food Bank	111 Morgan Dr Reading, PA 19608	610-926-5802
Catholic Social Agency	2147 Perkiomen Ave Reading, PA 19602	610-683-8942
Central Park United Methodist Church	138 S 6 <sup>th</sup> St Reading, PA 19601	610-375-2662
House of Good Food	140 W Buttonwood St Reading, PA 19601	610-478-9333
Kennedy House	545 Spruce St Reading, PA 19601	610-378-1947
Meals on Wheels	40 N 9 <sup>th</sup> St Reading, PA 19601	610-374-3195
New Journey Church	138 S 6th St Reading, PA 19601	610-375-2662
Western Berks District & Lutheran Pantry	1015 Windsor St Reading, PA 19601	610-375-8303
<b><u>Utility Assistance</u></b>		
BCAP	518 Washington St Reading, PA 19601	610-376-6571
County Assistance Office	625 Cherry St Reading, PA 19601	610-736-4211
Family Promise	325 N 5 <sup>th</sup> St Reading, PA 19601	610-373-3323
Salvation Army	301 S 5 <sup>th</sup> Street Reading, PA 19601	610-373-5208
<b><u>Clothing &amp; Household Resources</u></b>		
Angel Second Hand Store	108 N 9 <sup>th</sup> St Reading, PA 19601	610-374-4622
City Thrift Shop	314 Penn St Reading, PA 19601	610-376-3320
Goodwill	3003 St Lawrence Ave Reading, PA 19606	484-525-4075
Hope Rescue Mission Thrift Store	645 N 6 <sup>th</sup> St Reading, PA 19601	610-375-4224
Nothings New	11 Funston Ave Reading, PA 19607	610-775-1286
OppShop	3045 N 5 <sup>th</sup> St Highway Reading, PA 19601	484-509-2087
Salvation Army Thrift Shop	352 Moss St Reading, PA 19601	610-373-5208
<b><u>Transportation Assistance</u></b>		
Barta Bus	1700 N 11 <sup>th</sup> St Reading, PA 19601	610-921-0601
Grab a Cab	160 Water St Reading, PA 19601	610-478-1111
Inter City Bus Terminal	20 N 3 <sup>rd</sup> St Reading, PA 19601	610-373-9911
Reading City Metro Taxi	615 Elm St Reading, PA 19601	610-374-5111



### **Pregnancy Support Services**

Community Prevention Partnership	227 N 5 <sup>th</sup> St Reading, PA 19601	610-376-6988
LifeLine	612 Reading Ave West Reading, PA 19610	610-374-8545
Mercy Community Center	105 S 5 <sup>th</sup> St Reading, PA 19601	610-376-0828
Planned Parenthood	48 S 4 <sup>th</sup> St Reading, PA 19601	610-376-8061

### **Mental/Behavioral Health**

Alternative Consulting Enterprises Inc.	524 Washington St Reading, PA 19601	610-796-8110
Anti-Violence Advocacy	1121 Penn Ave Wyomissing, PA 19610	610-816-5900
Berks Counseling Associates	1150 Berkshire Blvd Wyomissing	610-373-7005
Berks Counseling Center	645 Penn St 2 <sup>nd</sup> Floor Reading, PA 19601	610-373-4281
Berkshire Psychiatric	640 Walnut St Reading, PA 19601	610-208-8860
Callowhill	244 N 5 <sup>th</sup> St Reading, PA 19601	610-372-8822
Child and Family Support Services	4 South Fourth St Reading, PA 19602	610-376-8558
CHOR	1010 Centre Ave Reading, PA 19601	610-478-8266
Concern	1120 Hobert Ave Wyomissing, PA 19610	610-371-8035
Familicare Counseling Center	501 Washington St Reading, PA 19601	610-898-0770
Family Guidance Center	1235 Penn Ave Wyomissing, PA 19610	610-374-4963
KidsPeace	704 Hay Rd Temple, PA 19560	610-929-4670
PA Counseling	938 Penn St Reading, PA 19601	610-685-2138
Progressions	144 N 6 <sup>th</sup> St Reading, PA 19601	610-375-7454
Reading Health System	6 <sup>th</sup> Ave/Spruce St K W. Reading, PA 19611	484-628-8070
Threshold	1000 Lancaster Ave Reading, PA 19601	610-777-7691

### **Drug & Alcohol**

Caron Foundation	845 North Park Rd Wyomissing, PA 19610	800-854-6023
Council on Chemical Abuse	601 Penn St Suite 600 Reading, PA 19601	610-376-8669
New Directions Treatment Services	20-22 North 6 <sup>th</sup> Ave W Reading, PA 19611	610-478-0646
Treatment Access and Services Center	19 North 6 <sup>th</sup> St Reading, PA 19601	610-375-4426

### **Service Management**

Service Access and Management	19 North 6 <sup>th</sup> St Reading, PA 19601	610-236-0530
Centro Hispano (Hispanic Center)	501 Washington St Reading, PA 19601	610 376-3748

## **Other ways to connect to community resources in your area are:**

Online at [www.Pa211East.org](http://www.Pa211East.org)

Dialing 2-1-1 or 1-855-501-6785 for information or referrals

610-374-8255 for Berks Talkline

1-800-273-8255 for National Suicide Prevention Hotline

1-866-488-7386 for The Trevor Project

1-888-843-4564 for Gay, Lesbian, Bisexual, and Transgender Hotline