



**Reading School
District
Code of Student
Conduct**

Revised July 2023

Letter from Superintendent

Dear Students, Parents, and Staff,

The mission of the Reading School District is to ignite the infinite potential of its students and transform that potential into reality. In order to work towards our mission, the first step is to ensure the environment is safe, orderly, and positive. The Code of Conduct for the Reading School District serves as a comprehensive guide to fostering a safe, respectful, and inclusive learning environment for all members of our school community. The Code of Conduct outlines the shared responsibilities we hold in creating a positive and nurturing atmosphere where every student can thrive academically, emotionally, and socially.

At the Reading School District, we believe that education extends beyond textbooks and classrooms. It encompasses the values our families instill in their students, the mutual respect we show to one another, and the ethical principles that guide our actions. This Code of Conduct reflects our unwavering commitment to promoting a culture of excellence, empathy, and personal growth.

By following these guidelines, the Reading School District will:

Foster a Safe Environment: each student feels secure, both physically and emotionally.

Celebrate Diversity and Inclusion: the District embraces diversity in all its forms. We celebrate the unique backgrounds, perspectives, and experiences that each student and staff member brings to our community.

Encourage Respectful Behavior: all members of the Red Knight community will treat each other with courtesy, consideration, and open-mindedness.

Cultivate Academic Integrity: honesty and academic integrity are fundamental values we encourage among our students. Cheating, plagiarism, and academic dishonesty undermine the educational process and will not be tolerated.

Promote Responsible Digital Citizenship: In an increasingly connected world, we recognize the importance of responsible digital behavior. We encourage the ethical use of technology and social media platforms to maintain a positive online presence.

Support Positive Conflict Resolution: Conflicts are a natural part of human interactions. We believe in addressing disagreements through constructive dialogue, empathy, and a willingness to find common ground.

Engage in Active Participation: We encourage students and their families to actively engage in their learning journey, take advantage of extracurricular opportunities, and contribute positively to school life.

Please take the time to familiarize yourself with this Code of Conduct. As a parent, you play a vital role in reinforcing these principles at home, and as educators and staff, we are committed to upholding these standards within the school environment. Let us work together hand in hand to create an atmosphere where each student can flourish academically and personally. Together, we can build a community that exemplifies the values we cherish and prepares our students for success in a diverse and interconnected world.

Thank you for your dedication to the education and well-being of our students.

Sincerely,



Dr. Jennifer Murray
Superintendent

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READING SCHOOL DISTRICT

DIRECTORY

Reading School District Administration Building is located at:
800 Washington St.
Reading, PA 19601
484-258-7000

BOARD OF DIRECTORS

Dr. Noahleen Betts, President
Julio Martinez, Vice President
Dr. Paige Brookins
Mark Detterline
Ashley Jones
Patricia Law
Nick Philippides
Jonathan Tinoco
Patricia Wright

CENTRAL ADMINISTRATIVE OFFICES

484-258-7000
Alternative Education Ext. 60201
Athletics Ext. 81069
Business Services Ext. 10310
Communication Ext. 10203
Diversity and Equity Ext. 10129
English as a Second Language Ext. 57986
Facilities Ext. 20900
Federal Programs and Grants Ext. 10209
Food Services Ext. 81237
Health Services Ext. 10306
Human Resources Ext. 10100
Safe Schools Ext. 81123
Special Education Ext. 60211
Student Services Ext. 10306
Technology Ext. 10112
Transportation Ext. 10400
Reading Opportunity Center
for Children (ROCC) Ext. 60150

ELEMENTARY SCHOOLS

484-258-7000
10th & Green Elementary Ext. 21910
10th & Penn Elementary Ext. 34910
12th & Marion Elementary Ext. 23910
13th & Green Elementary Ext. 22910
13th & Union Elementary Ext. 24910
16th & Haak Elementary Ext. 32910
Amanda E. Stout Elementary Ext. 31910
Glenside Elementary Ext. 26910
Lauer's Park Elementary Ext. 28910
Millmont Elementary Ext. 33910
Northwest Area Elementary Ext. 27910
Riverside Elementary Ext. 25910
Tyson Schoener Elementary Ext. 30910

MIDDLE SCHOOLS

Northeast Middle School Ext. 53910
Northwest Middle School Ext. 52910
Southern Middle School Ext. 51910
Southwest Middle School Ext. 54910
Central Middle School Ext. 57156
Ext. 57176

HIGH SCHOOLS

Reading Senior High School Ext. 81051
Ext. 81052
Red Knight Accelerated Academies
RCAA City Line Ext. 35910
RCAA Thomas Ford Ext. 36910
RCAA Glenside Ext. 38910

READING VIRTUAL ACADEMY (RVA)

1st - 12th grades Ext. 60125

Introduction

PURPOSE

The Reading School District Code of Student Conduct 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 applying the 'Seven Principles of Culturally Responsive Teaching' by Gary Howard. 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.

GARY HOWARD'S SEVEN PRINCIPLES OF CULTURALLY RESPONSIVE TEACHING

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

Howard, G.R. (2014). *We Can't Lead Where We Won't Go: An Educator's Guide to Equity*. Corwin.

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 Code of Student Conduct, all disciplinary responses must be applied respectfully, fairly, and 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 time 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 community members to take simple-yet-meaningful steps to improve school climate.

Philosophy of Discipline

Reading School District sets forth the expectation that schools will be positive, respectful, orderly, and safe learning environments that are necessary for effective learning in order to increase student engagement, boost student achievement, and proactively foster positive school cultures and climates that prevent student misbehavior, when possible before it occurs. In addition to a student's home, schools are communities where positive behavior is expected, modeled, and learned within an environment of mutual respect and dignity, necessary for effective learning.

Reading School District utilizes a restorative relationship-focused approach to discipline that allows students opportunities to learn from their mistakes, corrects any harm resulting from their behavior, and restores relationships disrupted by their conduct.

Reading School District believes that learning appropriate behavior is a developmental process with effective strategies that meet students' varied behavioral and developmental needs with tiered responses and interventions. A continuum of instructional strategies and disciplinary responses supports teaching and learning, fosters positive behaviors, and reflects a restorative discipline philosophy.

PROACTIVE BEHAVIOR SUPPORTS AND INTERVENTIONS

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

RESTORATIVE PRACTICES

Reading School District utilizes this preventative and proactive approach to:

- emphasize building strong relationships and setting clear behavior expectations that contribute to the well-being of the school community.
- respond to behavior that violates the clear behavioral expectations that contribute to the well-being of the school community.
- focus on accountability for any harm done by the problem behavior.
- address ways to repair the relationships affected by the problem behavior with the voluntary participation of an individual who was harmed.

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 with intervention levels that vary in intensity.
- allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk of low learning/behavior outcomes.
- is based on three tiers (primary, secondary, and intensive prevention levels) of instructional and behavioral 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 establishes a social culture where students are expected to support appropriate behavior from one another.
- a program that creates a school climate that is socially predictable, consistent, safe, and positive.
- aimed at reducing problem behaviors within schools that lead to office discipline referrals and suspensions.
- established to change perceptions within the community about school safety.

TRAUMA-INFORMED PRACTICES

Reading School District is committed to providing a trauma-informed school system (K-12) in which all teachers, school administrators, staff, students, families, and community members recognize and respond to the behavioral, emotional, relational, and academic impact of traumatic stress on individuals within the school system.

SOCIAL EMOTIONAL LEARNING

The Reading School District has implemented a Social Emotional Learning (SEL) curriculum that is delivered by teachers and school counselors in every classroom from Kindergarten through 8th grade. Lessons include topics such as: managing anger, solving problems, being respectful, dealing with peer pressure, and bullying/cyberbullying prevention.

STUDENT ASSISTANCE PROGRAM (SAP)

The Student Assistant Program (SAP) helps identify students experiencing barriers to learning and school success. SAP is composed of a group of specially certified 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 to all students district-wide.

COMMUNITIES IN SCHOOLS

[Communities in Schools](#) is present in several Reading schools. Communities In Schools is a national organization that ensures every student, regardless of race, gender, ability, zip code, or socioeconomic background has what they need to realize their full potential in school and beyond. Communities In Schools brings community resources directly into schools by embedding a trained local coordinator whose sole focus is helping connect students with additional support to help them learn, advance in grade level, and graduate.

ACCESS TO SCHOOL COUNSELORS AND SOCIAL WORKERS

Certified School Counselors and Social Workers are present in every school. They provide social-emotional lessons, individual and small group counseling, crisis interventions, and student/family referrals to school and community resources.

AGENCY PARTNERSHIPS

Reading School District has collaborative agreements with various community agencies to support student social-emotional growth. Services include lessons on healthy relationships, self-advocacy, substance use prevention and cessation, various groups, and individual outpatient mental health therapy.

Rights and Responsibilities

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

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, their designee, or a staff member for resolution.
- To tell his/her/their side of the incident before receiving disciplinary action.
- To be told the reason(s) for any disciplinary action verbally and in writing.
- To be given information about appealing disciplinary actions.

STUDENT RESPONSIBILITIES

Students shall be given expectations about how they should conduct themselves at school, at school-sponsored events, and on Reading School District buses and other district vehicles. Many teachers directly engage students in the process of developing classroom expectations, an important opportunity for students to agree on a few clear statements of how they will treat others and, more important from a student's perspective, how they would like others to treat them.

The following is a list of principles and actions for engaging students in the process of setting positive expectations for conduct in an environment of mutual respect and dignity:

FIVE PRINCIPLES OF STUDENT BEHAVIOR

1. My words, actions, and attitudes demonstrate respect for myself and others at all times.
 - Keep hands, feet, objects, and/or physical actions to self.
 - Promptly deliver all school communications to parent/guardian.
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.
 - Demonstrate responsibility.
 - Attend school and all classes daily and on time.
 - Come to school prepared to learn.
 - Follow the district's dress and grooming policy.
 - Make up all work when absent.
3. I always seek the most peaceful means of resolving conflict and obtain the assistance of teachers, administrators, or school staff when I cannot resolve conflicts peacefully on my own.
 - Refrain from using profanity, insults, rumors, lies, and threats against someone in writing, verbally, or on social media or other electronic communication.

4. I seek to correct any harm that I have caused to others in the school community.
 - Promote a climate of mutual respect and dignity by behaving respectfully towards others and property.
 - Comply with all laws, district rules, and regulations.
5. I take pride in promoting a safe and clean learning environment at my school.
 - Respect the rights of students, teachers, administrators, and all others.
 - Take appropriate care in using district facilities, books, computers, and other equipment.
 - Reading High School students must have their student ID on their person at all times while in the building and it must be presented upon request. All students who use district provided transportation must have an ID or bus pass to ride the bus.

PARENT & FAMILY RIGHTS

- To be treated fairly and respectfully by all school and district staff, and to treat everyone in the school community with respect.
- To receive translation and interpreter services as needed.
- To talk with your child about the Code of Student Conduct and school expectations.
- To receive information and to work with the administrators, teachers, and other staff to support your child's academic, social/emotional, or behavioral needs.
- To ensure that your child has an opportunity to express his/her/their side of the incident before any disciplinary action and to advocate for appropriate supportive interventions.
- To be notified promptly of consequences assigned and appeal disciplinary actions taken.
- To apply to volunteer within their child's school, with appropriate clearances when necessary, per [Board Policy 916](#).

STUDENT/PARENT RIGHTS TO APPEALS (Board Policy

1. Reasons

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

2. Appeal Procedures for Students/Parents

- **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.
- **Second level of appeal**, 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.
- **Third level of appeal**, the parent may contact Reading School District administration and request to file a parent complaint.

PARENT & FAMILY RESPONSIBILITIES REGARDING ATTENDANCE AND HEALTH

Parents/guardians are responsible for:

- Awareness of Reading School District's [Board Policy 204](#) on Attendance and [Board Policy 210](#) on Use of Medication.
- Sending your child to school regularly, on time, well-rested, and prepared to learn.

- Providing an [excuse note](#) the day your child returns to school following the absence. The note must be received within five (5) days by the school's attendance clerk to be accepted as an excused absence.
- Submit Request for Excused Absence form to request approval for a pre-planned educational tour or trip. Students may have up to five (5) days per school year. The form must be submitted before the trip.
- Providing appropriate information and/or documentation of known medical and psychiatric diagnoses or concerns that might affect attendance and/or behavior and/or require accommodations.
- Contacting the school nurse if you are concerned about your child being ill and attending school. Parents are encouraged to bring their child to the school nurse upon arrival to assess the child's condition. The school nurse will recommend if the child should stay in school, go home with parent/guardian, or be seen by their health care provider.
- Ensuring that the school nurse is aware of any allergies or medical conditions, with medical documentation, that your child may have and that your child is up to date on immunizations and physicals per [Board Policy 203](#) and [Board Policy 209](#).

PARENT & FAMILY RESPONSIBILITIES REGARDING ACADEMICS

Parents/guardians have the responsibility to:

- Visit schools and meet with teachers and administrators about their child's progress.
 - Visitors must first report to the main office to sign in, state the reason for their visit and receive authorization from administration or security to proceed with their visit.
 - Visitors must wear an ID badge while in a Reading School District building.
 - Visits to your child's school should be scheduled in advance whenever possible.
 - Attendance at Parent and Teacher Conferences (November and February) is essential to the support of your child's academic progress.
- Know your username and password to the [Home Access Center](#). The Home Access Center contains helpful information for parents and guardians to support and guide their children through the educational process, including grades, attendance, discipline, and much more.
- Check your child's quarterly progress reports. They are issued four times per year, halfway through each quarter.
- Create an atmosphere at home that supports learning, reading, completion of homework, and study time.

PARENT & FAMILY RESPONSIBILITIES REGARDING COMMUNICATION AND PROPERTY

Parents/guardians have the responsibility to:

- Maintain up-to-date home, work, cell phone, and emergency numbers/contacts and address with the school.
- Bring any problem or concern that affects your child or other children in the school community to the attention of school authorities.
- Refrain from using profanity and abusive language or actions on district property.
- Review all school communications via ClassDojo, Remind, paper documents, etc., and respond promptly.
- Account for any financial obligations incurred by their child in school, including lost books, damage or loss of Chromebook and/or charger, or damage to school property.

READING SCHOOL DISTRICT FACULTY, STAFF, & ADMINISTRATORS' RIGHTS

Reading School District administrators, faculty, and staff have the right to:

- Work in a safe and orderly environment.
- Be treated courteously and respectfully.
- Receive cooperation from students and parents/guardians.
- Receive cooperation from fellow staff members.
- Set high expectations for implementing equitable discipline practices and quality academic standards.
- Bring complaints or concerns to the school or district administration through proper communication protocols.
- Receive supportive professional development and resources.
- Receive direction, support, and ongoing training from supervisors.

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 regarding informal and formal hearings.

TYPES OF SUSPENSIONS

In-School Suspension: An in-school suspension (ISS), if available, is the removal of a student from his/her/their regular educational schedule for any amount of time 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 ISS if:

- In-school suspension is listed as an available consequence for the Code of Student Conduct behavioral infraction level.
- The student was informed of his/her/their reported behavior infraction(s), provided an opportunity to respond, and contact or attempted contact with the parents/guardians was made.
- Access to the discipline referral is provided to parents/guardians on Home Access Center (HAC).

Out-of-School Suspension (OSS): An out-of-school suspension is the removal of the student from school attendance. When a student is removed from school in response to inappropriate behavior, the removal counts as the first day of an out-of-school suspension ([Board Policy 233](#)). A student may be assigned an out-of-school suspension if:

- Out-of-school suspension is listed as an available consequence for the Code of Student Conduct behavioral infraction level.
- The principal or their designee determines that the student's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of themselves, specific student(s), or staff.
- The principal or their 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.
- The student was informed of his/her/their reported behavior infraction(s) and provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians.
- A copy of the Discipline Referral and/or copy of the Suspension Letter was provided to the student's parents/guardians.

THREE LEVELS OF OUT-OF-SCHOOL SUSPENSION (OSS)

1. Suspension to the Principal: it shall not exceed three (3) school days and it is issued after a meeting with a school administrator.
2. Suspension to Superintendent: 4-10 days issued after a hearing with the Superintendent's designee.
 - Alternative Education for Disruptive Youth should always be considered as the last resort when all other interventions have been exhausted UNLESS it is a unilateral offense such as drugs, weapons, or serious bodily harm/injury.
3. Suspension to the Board/Expulsion: More than 10 school days. This requires a hearing before a committee of the Board of Education/Hearing Officer.

- As per [School Board Policy 233](#), a student can be recommended for expulsion when he/she/they engage in a seriously dangerous/violent behavior or violation of the Pennsylvania Criminal Code which is defined as a Level 4 infraction as per the Reading School District Code of Student Conduct.

REQUIREMENTS FOR A STUDENT SERVING OSS

- **District Property:** Students cannot be on or in any District property while suspended. If they come onto school grounds without a reinstatement conference, he/she/they will be considered a trespasser.
- **Ineligibility:** Students become 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 which students are ineligible. The ineligible student may not travel to nor dress for an event, game, or performance.
- **Reinstatement Conference:** A reinstatement conference between parents/guardians, student, school administrator, and teacher (when possible) must be held prior to readmitting the student to school. There are NO exceptions to this requirement for reinstatement.
- **Transition Planning:** If the student received an out-of-school suspension for three (3) or more days, the principal or their designee must develop a plan to support the student's transition back into the school community.
 - This includes 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 referral must be made to SAP. Referrals may also be made to other community resources or agencies.
- **Return From an Expulsion or an Alternative Program**
 - School administrators and/or their designee must attend a transition meeting, including the student, parents/guardians, and alternative school staff members, to discuss the student's return and prepare for a successful transition.
 - A change in educational placement may take place as a condition of reinstatement in the district.
- **Excused Absences:** Out-of-school suspensions are excused absences that are marked as suspension.
- **Completion of Missed Work:** The principal or their designee must ensure that a student serving suspension is able to obtain homework and be allowed to complete work missed within a period equal to the length of the suspension. Upon the student's return, they must be provided the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension. Students must also be allowed to take state assessments at school and may participate in test preparation activities, even though their attendance will still be marked as suspended.

ALTERNATIVE EDUCATION FOR DISRUPTIVE YOUTH (AEDY)

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

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

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

The Social Services Department in the District serves as the liaison for the Reading School District and the Berks County Intermediate Unit (BCIU), the current alternative education provider. 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 a 45-day placement.

POLICE NOTIFICATION GUIDELINES

The Reading School District has a Safe Schools Team (School Safety Officers and School Police Officers). This team works in conjunction with the Reading Police Department through their Neighborhood Resource Officer Program. School administrators or our Safe Schools Team will contact the Reading Police Department (RPD) based on the Memorandum of Understanding (MOU) between the Law Enforcement Authority and Reading School District.

Once the Reading Police Department is contacted, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. With the exception of School Police Officers, no other Reading School District staff has 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 or their designee will use the Code of Student Conduct to determine the appropriate intervention(s) and/or consequence(s) to address a student's behavior.

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 the prevention of a recurrence of negative behaviors 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 Code of Student Conduct may be symptomatic of more serious problems. 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 Pennsylvania Code 12.5 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 as an effective strategy to support a successful return to the student’s regular program.

For a student with disabilities whose behavior impedes his/her/their 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) will be written after an FBA is completed to provide 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.

INTERVENTIONS & SUPPORTS

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 incidents of repeated behavior infractions 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 infractions 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.

Levels of Response:

Level I

UNCOOPERATIVE. NON-COMPLIANT BEHAVIOR. TEACHER-ENFORCED

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 Code of Student Conduct should be interpreted or applied in conflict with those laws, policies, and regulations.

Level I: 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.

INFRACTIONS (May include but not limited to:)

- Careless/abuse of school property
- Computer/technology misuse
- Minor disruptive behavior
- Drinking or eating outside designated areas
- Excessive talking
- Failure to meet classroom responsibilities/rules
- Failure to return forms
- Goofing around
- Inappropriate/profane language
- Lying, cheating, misrepresentation
- Non-permanent, minor vandalism
- Not changing for gym
- Not completing work
- Not following directions
- Not keeping hands to self
- Out of assigned area
- Public displays of affection
- Sleeping in class
- Tardiness to class
- Throwing objects
- Unprepared for class
- Unruly play/ horseplay
- Unexplained absences
- Articles disruptive to class
- Non-compliance with dress code re: accessories

SUPPORTS / INTERVENTIONS / CONSEQUENCES

Each classroom teacher will develop a Classroom Management Plan. The plan will include a description of expected student behaviors within the classroom and consequences for failing to adhere to the procedures. Consequences implemented by the teacher in the Classroom Management Plan may include but are not limited to:

- Assign teacher/adult mentor
- Conference with student/warning
- Conflict resolution/referral to mediation
- Intervention time out to another classroom
- Loss of classroom privileges/incentives
- Referral to a school counselor, school social worker, school nurse, Home/School Visitor, SAP, MTSS, IEP Team, or other school-based support.
- Reflective assignment/apology
- Student behavior plan/weekly report
- Student-Parent-Teacher conference
- Teacher detention
- Teacher/team interventions
- Verbal warning and re-teaching of classroom rules
- Written communication to parent/guardian

Students with an IEP, who violate classroom rules, will first be addressed by the classroom teacher according to the Class Management Plan or Positive Behavior Support Plan incorporated in their IEP.

Students may be referred to an administrator when, despite efforts of the teacher to address the student's behavior, the student continues to demonstrate a pattern of misconduct, refusing to follow the directions of the teacher.

Other supportive/corrective interventions could include review of matrix of expectations, re-teach behavior, coaching, etc. Inappropriate clothing accessories may be removed and placed in a locker or other designated area. Subsequent infractions may require confiscation of item(s) by an administrator and returned at the end of the day to the student or parent/guardian.

Levels of Response:

Level II

LOWER LEVEL. DISRUPTIVE/REPETITIVE BEHAVIOR. ADMINISTRATION-ENFORCED

Level II: 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 district provided transportation. 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

- Bus infraction
- Cafeteria violation
- Class cut (Failure to carry a hall pass)
- Cutting/not serving school detention or in-school suspension
- Disrespect/Defiance in language or actions
- Failure to display/mutilate or deface ID badge
- Inappropriate use of cell phone
- Late to class, habitual
- Late to school, habitual
- Leaving class/ school without permission
- Leaving detention/in-school suspension w/out permission
- Parking violations
- Safety violation
- Student brought in by police
- Unacceptable actions/inappropriate language/gestures
- Unauthorized presence outside of school building
- Continued non-compliance with dress code regarding accessories
- Non-compliance with dress code regarding main clothing items
- Other:
 - Forgery
 - Gang activity/affiliation display
 - Articles disruptive to school
 - Unauthorized sale/distribution of materials
 - Petty theft/stealing
 - Menacing statement non-criminal, etc.

SUPPORTS / INTERVENTIONS / CONSEQUENCES

- Any Level I intervention or consequence
- Documented warning
- Lunch detention with boxed lunches (if available).
- After-school detention
- In-school suspension (ISS)
- Temporary Placement Classroom (TPC)
- Confiscation of banned materials (hats, masks, face coverings, cell phones, laptop computers, digital music devices, and other electronics) by administrator consistent with Dress/Grooming and/or Electronics Policies
- Class schedule/classroom change
- Restorative practices, restitution
- Loss of school privileges, school-wide incentives
- Positive practice (example: cleaning up the cafeteria for misbehaving in the cafeteria)
- Students will be asked to change (Clothes must be brought by parent/guardian or received from school)
- Recurring non-compliance with dress code may require a dress code contract.
- Bus assigned seat
- Bus probation
- Bus suspension
- School-based community service
- Individualized instruction if available
- 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.
- A consequence at the administration's discretion which might include out-of-school suspension to the Principal & loss of extracurricular privileges for repetitive level II infractions

Levels of Response:

Level III

HIGHER LEVEL OFFENSES. AGGRESSIVE/HARMFUL BEHAVIOR. ADMINISTRATIVE TEAM-ENFORCED

Level III: 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.)

- Assault on student(s) (simple) **
- Racial/ethnic intimidation *
- All other forms of harassment/intimidation *
- Fighting (without serious bodily injury) *
- Robbery **
- Theft and related offenses **
- Sexual harassment *
- Indecent exposure **
- Open lewdness **
- Obscene & other sexual materials & performances **
- Unlawful restraints*
- Threatening school official/student(s) *
- Burglary **
- Institutional Vandalism *
- Criminal trespass *
- Failure of disorderly persons to disperse upon official order *
- Possession, use, or sale of tobacco*
- Minor altercation *
- Bullying
- Cyberbullying
- Possession, use, or sale of vaping materials
- Stalking *
- Other:
 - False activation of fire alarms
 - Firecrackers/poppers,
 - Irresponsible/illegal use of district's network and computers
 - Gang activity that creates a major disruption in class/school, etc.

SUPPORTS / INTERVENTIONS / CONSEQUENCES

- Any Level II consequences assigned by a principal or their designee.
- Corrective interventions: mini-courses, conflict mediation (may never be used for bullying), victim safety plan, etc.
- Suspension to the Principal up to three (3) days
- Written behavior contract
- Completion of a behavioral assessment
- Referral to community human services agencies
- Possible referral to AEDY (Alternative Education for Disruptive Youth).
- 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.
- 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.

Levels of Response: Level IV

**SERIOUSLY DANGEROUS/VIOLENT BEHAVIOR.
VIOLATION OF PA CRIMINAL CODE. DISTRICT-ENFORCED.
RECOMMENDED FOR EXPULSION.**

Level IV: These offenses include behaviors that represent an immediate danger to the safety and well-being 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 (Referral within 24 hrs.)

- Assault on school employee (simple) **
- Assault on student (aggravated) **
- Assault on staff (aggravated)**
- Crimes related to criminal homicide
- Rape **
- Involuntary sexual deviate intercourse **
- Statutory sexual assault **
- Sexual assault **
- Aggravated indecent assault **
- Indecent assault **
- Kidnapping/interference with custody of child**
- Reckless endangering another person *
- Arson and related offenses **
- Rioting*
- Disorderly conduct **
- Bomb threats **
- Terroristic threats (excluding bomb threats) **
- Possession or use or under the influence of a controlled substance *
- Sale/distribution of a controlled substance *
- Sale, possession, use, transfer or under the influence of alcohol*
- Possession of weapon **
- Suicide – attempted *

SUPPORTS / INTERVENTIONS / CONSEQUENCES

- Mandatory Administrative Responsibilities: investigate, collect witness statements, notify the Superintendent's office, and notify law enforcement.
- Suspension to the Superintendent for up to ten (10) days
- Possible referral to AEDY (Alternative Education for Disruptive Youth).
- Students may be referred to Superintendent for an expulsion hearing before the Board of School Directors of the Reading School District. (Manifestation Determination Review process must be followed for students with IEPs.)

Other Guidelines and Policies

Board Policies Guidelines and Violation Consequences

This section provides summaries of key Board Policies related to behavioral infractions by students and the corresponding disciplinary consequences. All Board policies can be found on the Reading School District's website.

Dress & Grooming Policy

The goals of the mandatory school Dress & Grooming Policy ([Board 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-12

Student dress must adhere to standards that show respect for oneself and Reading School District's larger diverse school community. The District supports a student's right to self-expression. However, there are items that have been deemed inappropriate for school:

- Hooded Shirts/Sweatshirts may not be worn in school.
- Pants that are torn and pajama pants are not permitted.
- Shorts, skorts, skirts, jumpers or dresses less than 3 inches from the knee are not permitted. If worn, leggings must be worn underneath.
- Flip flops, slides, and shoes with wheels are not permitted.
- Clothing, symbols, pins, or other clothing accessories displaying any of the following are not permitted:
 - 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
- Revealing clothing, as deemed inappropriate by school administrators. Revealing clothing includes, but is not limited to:
 - Clothing that exposes cleavage, bellybutton, stomach (no belly shirts, crop tops), buttocks or any private parts, or undergarments
 - Sagging or low-cut pants
 - Low cut necklines, 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 of inappropriate length (well above the knee)

- 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.
- Backpacks, jackets or winter coats or other outdoor wear 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.
- Clothing must be sized appropriately. Clothes must fit, and pants must be worn around the waist. The wearing of pajama pants is not permitted.
- Accessories such as sunglasses and gloves are not allowed in the classrooms or cafeteria during school hours.
- 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 are jewelry, hair ornaments, chains, multi-finger rings, studded bracelets or collars, etc. The school takes no responsibility for the loss, theft, or damage of the aforementioned prohibited items.
- 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 ensure compliance (JROTC), and the health/safety of the student.
- School-issued IDs are to be part of high school students' daily dress and must be presented by students upon request by any staff member in the school. Students at all levels who ride a bus to and/or from school must have their IDs or bus pass available for bus entry. 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 IDs.
- Students must have current documentation from a health care provider on file in order to wear face masks for a medical diagnosis.

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. 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 their designee to solicit parental cooperation and support.

Students will not be considered non-compliant with the dress code during school-wide spirit days nor while wearing uniforms or apparel for a specific club or activity.

Attendance Policy

All students of compulsory school age, who enroll in the Reading School District, must attend school on a regular basis during the days and hours that school is in session unless excused.

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 [written evidence or proof of the reason for absence](#) to the building principal or their designee for the absence to be excused within five (5) days of the student’s return to school. If the student is absent for three (3) or more consecutive days, a note from a licensed healthcare provider is required. Parents/guardians can write only ten (10) excuse notes per school year. After 10 parent excuse notes, a note from a licensed healthcare provider is required for all further absences.

Absences shall be treated as unlawful until written notice/evidence explaining the absence is received by the school. 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.

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

Students enrolled in Reading Virtual Academy must follow the guidelines provided by Reading Virtual Academy.

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

Bullying Policy

The Reading School District is committed to providing a safe, positive learning environment for district students. The District recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Board Policies 249, 348.1, and 448.1 address bullying.

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting that is severe, persistent or pervasive and has the effect of doing any of the following:

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

Bullying, as defined in this policy, includes cyberbullying.

Electronic Devices Policy

The Board ([Board Policy 237](#)) 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. 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.

The Board prohibits all students from using electronic devices in locker rooms, bathrooms, and other changing areas. Also, the use of electronic devices is prohibited 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.

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. Nor shall it affect the provision or use of an electronic device as stated in an Individualized Education Program or Section 504 Service Agreement.

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.

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/smartphones 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:

- 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.
- Mobile/smartphones may not be used by students to access their social media or any inappropriate websites during the school day.
- Mobile/smartphones may not be used during the administration of any school quiz, test, or examination.
- The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs by Reading School District students, whether by electronic data transfer or other means, including but not limited to texting, emailing, and social media accounts.
- The Board prohibits cyberbullying by Reading School District students (Board Policy 249).

- Secondary students are permitted to use electronic devices during non instructional times including lunch periods, before school hours, and after school hours 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.

Advisors and coaches of extra-curricular activities shall have the discretion to regulate and limit the use of electronic devices by students while participating in sports or extracurricular activities and school-sponsored trips.

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, school-sponsored events or trips, or for the confiscation of an electronic device as the result of a policy violation.

Confiscation and return of Electronic Devices

Students who bring electronic devices to school or after-school programs will be required to put the device in his/her/their locker or other designated area. The teacher or administrator will review the Electronics Device Policy with the student. If the infraction occurs again, the device will be confiscated by the administrator or their designee and returned to the student or parent at the end of the day. 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

Hazing activities of any type are inconsistent with the educational goals of the Reading School District and are prohibited at all times per [Board Policy 247](#). For purposes of this policy, any activity, 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.

Sexual Harassment

Reading School District 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 busses. This effort shall include monitoring and supervising 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 Reading School District personnel, students, parents, and guardians about sexual harassment and this policy ([Board Policy 248](#)).

Student Expression

[Board Policy 220](#) 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, schoolwork, 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.

Student Searches

School lockers and other district property assigned to students remain the district property and are subject to search by authorized personnel. Refer to Board Policies [226](#), [226.1](#), and [226.2](#). These policies establish 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.

Substance Abuse - Drug and Alcohol

The Board ([Board Policy 227](#)) 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.

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 the policy.

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.

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 the purpose of [Board Policy 222](#), tobacco includes a lighted or unlighted cigarette, cigar, pipe, or other smoking product or material and smokeless tobacco in any form. 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, as well as at school-sponsored activities that are held off school property.

Transportation

School-provided transportation is an extension of the classroom and access to district-provided transportation is a privilege. Students shall follow all bus rules and regulations to ensure the safety of students, staff, and the community. Rules include, but are not limited to, the following:

- Students can only ride their assigned bus and should be prepared to show their school ID/bus pass.
- Sit in their assigned seat and stay seated at all times.
- Be courteous and do not use inappropriate language or gestures.
- Follow the driver's instructions the first time.
- Keep their hands and feet to themselves.
- Do not eat or drink on the bus.
- Do not deface, destroy, or tamper with the bus or its equipment.
- Keep all parts of the body and objects in the bus at all times.

Failure to comply with these rules can cause a short-term or long-term loss of transportation privileges.

Transportation Progressive Discipline Plan

- **1st Offense:** Driver and student conference & parent/guardian contacted and documented (courtesy notice).
- **2nd Offense:** Driver and student conference & parent/guardian contacted (courtesy notice); student assigned to the front of the bus for one week.
- **3rd Offense:** Referral submitted by the bus driver to Transportation Department, conference with student and building administrator, parent/guardian notified, **1-day bus suspension**. Upon return, the student will be assigned to the front of the bus for one week.
- **4th Offense:** Referral submitted by the bus driver to Transportation Department, conference with student and building administrator, parent/guardian notified, **3-day bus suspension**. Upon return, the student will be assigned to the front of the bus for two weeks and the student will be placed on a behavior contract.
- **5th Offense:** Referral submitted by the bus driver to the Transportation Department, conference with student, parent/guardian, transportation staff, and school administrator to discuss possible bus suspension for the remainder of the year, **5-day bus suspension**. Upon return, the student will be assigned to the front of the bus for the remainder of the year.
- **6th Offense:** Bus suspension for the remainder of the school year.

Any behavior considered disruptive or unsafe by the school bus driver or administration will be handled per the Reading School District Code of Student Conduct. Administration may accelerate discipline based on the severity of the Code of Student Conduct violation.

Video/Audio Surveillance

Per [Board Policy 810.2](#), 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, 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 and in 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.

Students are forbidden from photographing or videotaping other students, staff, and faculty without express permission from a teacher or administrator. Such photography and videography should be related to classroom/curriculum activities.

Weapons

Board policy prohibits the possession of weapons, facsimiles, and/or look-alikes (including toys) 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 [Board Policy 218](#) and [Board Policy 218.1](#) for a definition of a weapon and consequences for violations.

Glossary of Terms

Behavioral Contract: correcting inappropriate or disruptive student behavior through a formal plan designed by school staff to offer positive behavioral interventions, strategies, and supports.

Check-in with School Counselor or Social Worker: student is prompted by school staff to have an informal check-in with a school counselor, resource teacher, school psychologist, school social worker, or coach who has a relationship with the student.

Chronic Absentee: a student who has missed 10% or more of the school days at any point during the school year, excused 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.

Classroom-Based Responses: prompting students to reflect on their behavior using classroom strategies such as time-out, teacher-student conference, reflection chair, redirection (e.g., role play), seat change, parent outreach, loss of classroom privilege, or apology letter.

Conflict Resolution: using strategies to assist students in taking responsibility for resolving conflicts peacefully. Students, parents/guardians, teachers, school staff, and/or principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening, and effective communication.

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 6 years, until the age of 18 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.

Electronic Devices: 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.

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

Expulsion: as per Board Policy 233, a student can be recommended for expulsion when he/she/they engage in a seriously dangerous/violent behavior or violation of PA Criminal Code which is defined as a Level 4 infraction as per the Reading School District Student Code of Conduct.

Detention: requiring a student to report to a designated classroom before school, during lunch, during a free period, after school, or on the weekend for a set period of time. Schools should strive to notify parents/guardians before students serve detention.

Functional Behavioral Assessment and Behavioral Intervention Plan (FBA): Functional Behavioral Assessment gathers information about a student's inappropriate or disruptive behavioral patterns and determines approaches that school staff should take to correct or manage that behavior. The information is then used to develop a Behavioral Intervention Plan for the student. Using an FBA, a school staff team and the student's parent/guardian develop appropriate behavioral goals and interventions to prevent and respond to the problem behavior, and strategies to teach replacement or alternative behavior.

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

Hazing: 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:

- Any brutality of a physical nature, such as whipping, beating, or branding;
- Forced calisthenics;
- Exposure to the elements;
- Forced consumption of any food, liquor, drug, or other substance;
- 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
- Any willful destruction or removal of public or private property.

Inappropriate Clothing (accessories): clothing accessories include, but are not limited to head coverings, gloves, sunglasses, jewelry, outerwear, book bags, etc.

Inappropriate Clothing (main items): clothing unsuitable for the school environment. Main clothing items include tops, bottoms, and footwear.

Mentoring Program: pairing students with adults (e.g., counselor, teacher, staff member, fellow student, or community member) who help their personal, academic, and social development.

Parent Outreach: informing parents/guardians of their children's behavior and, in the context of discipline, seeking their assistance in correcting inappropriate or disruptive behavior

Parent/Guardian and Student/Teacher Conference: involving students, parents/guardians, teachers, school staff, and/or principals in a discussion about the student's behavior and potential solutions that address social, academic, and personal issues related to the behavior.

Peer Mediation: employing a form of conflict resolution in which trained students serve as mediators and help their peers deal with and develop solutions to conflicts.

Referral to Alternative Education: recommending a student to a school administrator(s) for placement in an alternative program.

Referral to Appropriate Substance Abuse Counseling Services: in consultation with the principal or designee, referring students to services, both in and out of school, such as a local health department or a community-based service for counseling related to substance abuse.

Referral to Community-Based Organizations: in consultation with the principal or designee, referring students for a variety of services, including afterschool programming.

Referral to Student Assistant Program (SAP): The Student Assistant Program (SAP) helps to identify students who are experiencing barriers to learning and school success. SAP is composed of a group of specially certified school staff and community agency liaisons who work together to assist students and families by making in-school resources available to and providing information about community resources. SAP services are available to all students district wide.

Restorative Practices: restorative practices are used proactively to establish and maintain a positive school climate and establish a structured approach to teaching appropriate social skills. Restorative Practices employ interventions, responses, and practices designed to identify and address the harm caused by an incident, including harm to a person, and to develop a plan for the student who caused the harm to restore relationships and repair the harm.

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

Suspension (Short-term, Out-of-School): the removal of a student from school for up to, but no more than, three school days for disciplinary reasons by the principal, with notice to the parent/guardian. May also be used for bus violations.

Suspension (long-term, Out-of-School): the removal of a student from school for a time period between 4 and 10 school days for disciplinary reasons by the principal, with notice to the parent/guardian. May also be used for bus violations.

Suspension (In-school): the removal within the school building of a student from the student's current education program for up to, but not more than, 10 school days in a school year for disciplinary reasons by the school principal, with notice to the parent/guardian. May also be used for bus violations.

Temporary Removal from Class: removing students within the school building from their regular education program for up to, but not more than, one class period.

Threat Assessment: a process for evaluating and verifying perceived threats, including assessing their likelihood.

Volunteers: There are 3 types of volunteers:

- Visitor: who will not have extended close physical contact with students and will not be alone with students.
- Assistive: who will have extended close physical or one-on-one contact with students, but will never be alone with or responsible for students.
- Independent: who may be alone with or responsible for a student or small group of students.

Community Resources

Homelessness/Emergency Shelter

Berks Co. Coalition to End Homelessness	600 Penn St., Reading, PA 19601	610-372-7222
BCIU (Education for Children & Youth Experiencing Homelessness)	111 Commons Blvd., Reading PA 19605	610-987-8466
Safe Berks	255 Chestnut St., Reading, PA 19602	610-372-9540
Easy Does It	1300 Hilltop Rd., Leesport, PA 19533	610-373-2463
Family Promise	325 N. 5th St., Reading, PA 19601	610-373-3323
Hannah's Hope Ministries	736 Upland Ave., Reading, PA 19607	610-655-7716
Hope Rescue Mission	645 N. 6th St., Reading, PA 19601	610-375-4224
Mary's Shelter	615 Kenhorst Blvd., Reading, PA 19611	610-603-8010
Opportunity House	430 N. 2nd St., Reading, PA 19601	610-374-4696
YMCA	608 Washington St., Reading, PA 19601	610-378-7400

Food Banks, Pantries, and Soup Kitchens

Bethel AME Church	330 W. Windsor St., Reading, PA 19601	610-376-7555
Helping Harvest	111 Morgan Dr., Reading, PA 19608	610-926-5802
Catholic Charities	234 Grace St., Reading, PA 19611	610-376-7144
Central Park United Methodist Church	138 S. 6th 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. 9th St., Reading, PA 19601	610-374-3195
New Journey Community Outreach	138 S. 6th St., Reading, PA 19601	610-375-2662
Western Berks District & Lutheran Pantry	1015 Windsor St., Reading, PA 19601	610-375-8303

Utility Assistance

BCAP	645 Penn St., Reading, PA 19601	610-376-6571
County Assistance Office	625 Cherry St., Reading, PA 19601	610-736-4211
Family Promise	325 N. 5th St., Reading, PA 19601	610-373-3323
Salvation Army	301 S. 5th St., Reading, PA 19601	610-373-5208

Clothing & Household Resources

Goodwill	3003 St. Lawrence Ave., Reading, PA 19606	484-525-4075
Hope Rescue Mission Thrift Store	35 Queen St., Reading, PA 19608	610-741-1640
Nothings New	11 Funston Ave Reading, PA 19607	610-775-1286
OppShop	3045 N, 5th St., Highway Reading, PA 19601	484-509-2087

Transportation Assistance

Barta Bus	1700 N. 11th St., Reading, PA 19601	610-921-0601
Grab a Cab	160 Water St., Reading, PA 19601	610-478-1111
Reading City Metro Taxi	615 Elm St., Reading, PA 19601	610-374-5111

Pregnancy Support Services

Community Prevention Partnership	227 N. 5th St., Reading, PA 19601	610-376-6988
LifeLine	612 Reading Ave., West Reading, PA 19610	610-374-8545
Mercy Community Center	105 S., 5th St., Reading, PA 19601	610-376-0828
Planned Parenthood	1920 Kutztown Rd., Suite H, Reading, PA 19604	610-376-8061

Childcare Services

Early Learning Resource Center Mental/Behavioral Health	1138 Rockland St., Reading, PA 19604	484-651-8000
Alternative Consulting Enterprises	527 E. Lancaster Ave., Reading, PA 19607	610-796-8110
Berks Counseling Associates	1150 Berkshire Blvd Wyomissing	610-373-7005
Berks Counseling Center	645 Penn St 2nd Floor Reading, PA 19601	610-373-4281
Berkshire Psychiatric	1800 N. 12th St., Reading, PA 19604	610-816-5728
Callowhill Family Therapy PC 244	N 5th St Reading, PA 19601	610-372-8822
Child and Family Support Services	1418 Clarion St., Reading, PA 19601	610-376-8558
CHOR	1010 Centre Ave Reading, PA 19601	610-478-8266
Concern	1120 Hobert Ave Wyomissing, PA 19610	610-541-2309
Familicare Counseling Center	645 Penn St. 5th Floor, 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
LGBT Center of Greater Reading	640 Centre Ave, Reading, PA 19601	484-513-3170
PA Counseling	125 S. 5th St., Reading, PA 19601	610-685-2188
Progressions	144 N. 6th St., Reading, PA 19601	610-375-7454
Reading Health System	6th Ave/Spruce St K West 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	484-345-4570
Council on Chemical Abuse	50 N. 5th St., 5th Floor, Reading, PA 19601	610-376-8669
New Directions Treatment Services	832 N. Park Rd., Wyomissing, PA 19610	610-478-0646
RISE Center	702 N. 8th St., Reading, PA 19604	610-750-7550
Treatment Access & Services Center	19 North 6th St., Reading, PA 19601	610-375-4426

Service Management

Service Access and Management	19 North 6th St Reading, PA 19601	610-236-0530
Centro Hispano (Hispanic Center)	25 N. 2nd St, Reading, PA 19601	610-685-1260

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

Online at www.Pa211East.org

or 2-1-1 or 1-855-501-6785 or text 898211 for information or referrals

9-8-8 call or text for National Suicide Prevention Hotline

1-866-488-7386 or tet 678-678 for The Trevor Project

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

1-888-688-5428 for LGBT National Coming Out Support Hotline