

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:



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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. 10209

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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

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, re

District initiatives for health offerings within schools #

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- 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.
- To receive information and to work with the administrators, teachers, and other staff to support your child's educational needs.
- To be notified of any disciplinary action taken against your child.

the violation of executive order 13781
 • cooperative with state and local officials to the

- 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 absence & showing evidence

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, resources.

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.



- 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.
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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.

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

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 of 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-t



Levels of Response: Level IV

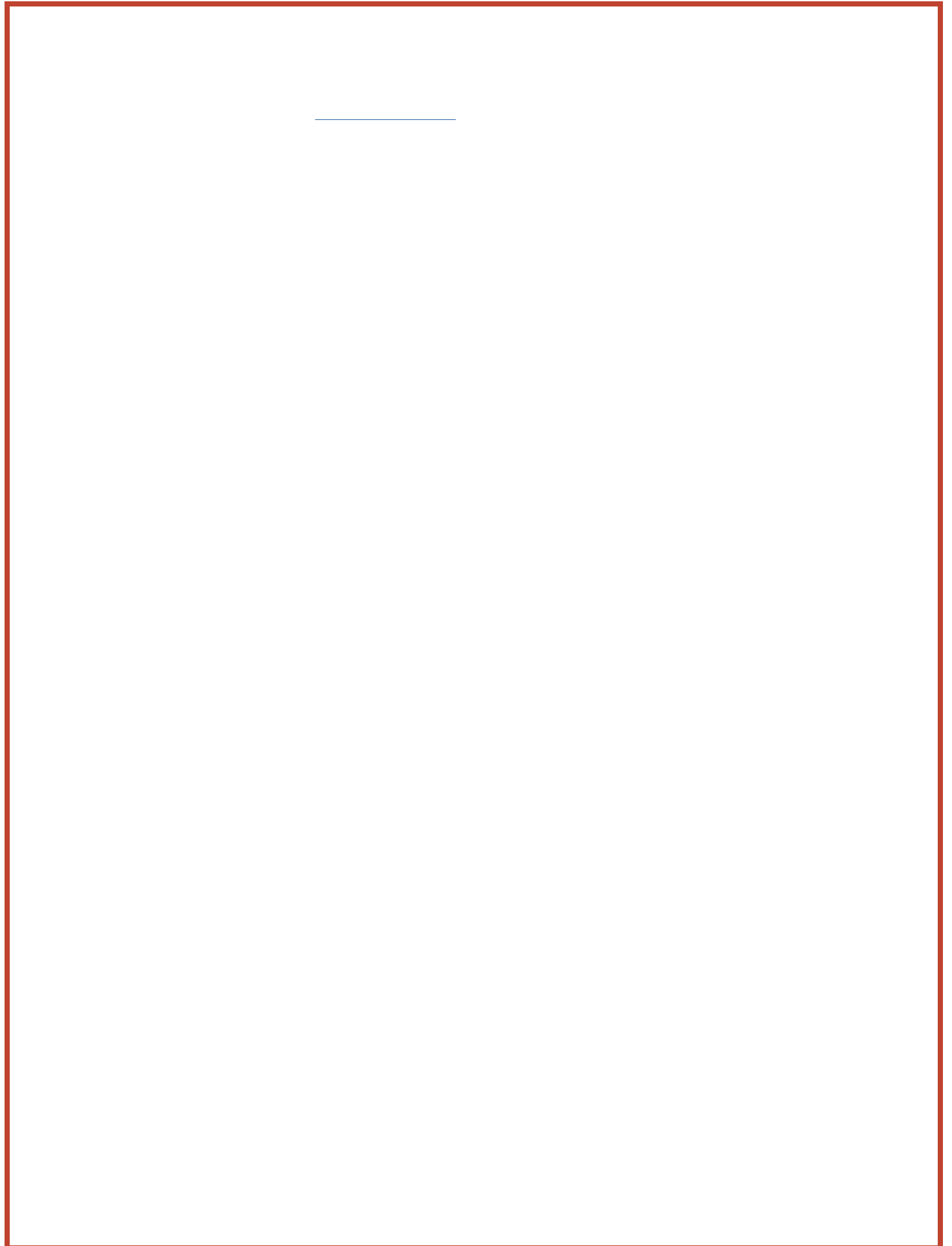
SERIOUSLY DANGEROUS/VIOLENT BEHAVIOR.

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.)

Other Guidelines and Policies

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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.

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 first seat in the bus.

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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 facewing M

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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 major services to

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)	1111 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