Student Support Guide
Code of Conduct

Creating a safe and supportive environment that keeps our students engaged in learning.
Dear CPS Students and Families,

Welcome to the CPS Family! We are grateful that you chose Cincinnati Public Schools.

We believe that each student is unique and important. As such, we have numerous educational options from which to choose, and we are confident that your family will be happy with your choice. Our educators and staff work purposefully and intentionally to create highly engaging learning environments in which every student can benefit from relevant learning opportunities and caring adults.

This Board-adopted Student Support Guide – Code of Conduct is designed to help our families, students, teachers, partners, volunteers, and neighbors understand how we can work together to build safe, successful, and supportive schools that encourage personal responsibility and positive relationships.

The Board pledges to you — our students, families and partners — to work tirelessly to ensure equitable access to a world-class education that unleashes the potential of every student.

Together, we will shape the future of our region – and that future will be bright indeed.

To make things easier on you, please reference the contact information for your child’s school and the district’s Central Office departments on the back pages.

Sincerely,

Cincinnati Public Schools
Board of Education

Ben Lindy, President
Carolyn Jones, Vice President
Eve Bolton
Brandon Craig
Kareem Moncree-Moffett, PhD
Mike Moroski
Mary Wineberg

Left to right: Bolton, Moffett, Moroski, Jones, Wineberg, Craig and Lindy

Board Policy No. 2255: Equity and Excellence in Education

Our students, staff and stakeholders bring their personal backgrounds into our schools, and the district is richer for it. Each of them has a legitimate expectation to have a barrier-free learning environment counteracting the contemporary and historical impact of bias, prejudice, and discrimination that for generations has produced a predictability of learning outcomes based on race, class, socioeconomics, gender, ethnicity, sexual orientation, gender identity, cognitive/physical ability, diverse language fluency, and religion.

It is the district's obligation to embrace our diversity while actively eliminating practices that perpetuate the disparities among our students so that all students benefit equally.

Board Policy No. 2256: Anti-Racism

The Cincinnati Board of Education ("Board") and the Cincinnati City School District ("District") reject all forms of racism as destructive to the District's mission, vision, values, and goals. The Board is committed to the following principles:

- Establishing and sustaining a school community that shares the collective responsibility to confront, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism.
- Embracing the racial diversity within our District while actively eliminating practices that perpetuate the racial disparities among our students so that all students have the opportunity to benefit equally referenced in the District's Board Policy 2255 - Equity and Excellence in Education.
- Acknowledging that racism is often compounded by other forms of discrimination, including, but not limited to, those protective classes referenced in the District's Board Policy - 2260 Nondiscrimination and Access to Equal Educational Opportunity.
Superintendent’s Message

Dear CPS Students and Families,

Ensuring the physical and social-emotional health of our students, staff and partners is central to Cincinnati Public Schools’ mission to educate all students with rigor and care in a culture of excellence to develop engaged citizens.

This Student Support Guide – Code of Conduct outlines the range of support we offer to maintain an atmosphere of mutual respect and trust among all students and staff.

The Student Support Guide - Code of Conduct is aligned with our district’s Positive School Culture Plan, a best-practice model that aims to prevent problems by providing students with clear expectations about behaviors. Within our plan, we offer a wide range of encompassing services to ensure that our students have the support necessary to reach their full potential.

Please take a moment to read this important document and discuss it with your children.

If you have questions or concerns about our Student Support Guide – Code of Conduct, or the support we offer, please contact your child’s principal or our Customer Care Center at (513) 363-0123.

Yours in Service,

Iranetta Wright
Superintendent
Welcome to the 2022-2023 School Year!
What’s Inside

**Student Support Guide**

Welcome to the 2022-2023 School Year! ................................................................. 1
Positive School Culture ............................................................................................ 3-4
Restorative Practices ................................................................................................. 5
Getting Help — Bullying, Harassment and Intimidation .............................. 6-7
School Safety .............................................................................................................. 8
Community Learning Centers .................................................................................. 9-10
Attendance; Sportmanship and Spectatorship ..................................................... 11
Dress Code .................................................................................................................... 12
Graduation Requirements - Classes of 2022 and 2023 ........................................ 13-14

**Code of Conduct 2022-23**

Introduction to Code of Conduct ........................................................................... 15
Searches of Students and Property ........................................................................ 15
Information for Families ........................................................................................... 16-18
Discipline for Young Students ................................................................................. 18
Category I Offenses – Corrective Strategies ............................................................ 19
Category II Offenses – Corrective Strategies ............................................................ 20
Category III Offenses – Corrective Strategies .......................................................... 21
Category I Offenses – Definition of Terms ............................................................... 22
Category II Offenses – Definition of Terms .............................................................. 23-25
Category III Offenses – Definition of Terms ............................................................ 26-27

**How to Reach Us** ...................................................................................................... 28-31
Positive School Culture —
A Supportive Approach to Student Discipline

The goal of the Cincinnati Public Schools Student Support Guide - Code of Conduct is to ensure all students’ right to an education in a safe, civil and caring environment. It is based on laws, regulations and board policies that create access to education for all students while protecting the due process rights of the individual.

The Code of Conduct also recognizes that schools are public places that must balance individual rights with civic obligations and responsibilities that benefit all students and families.

CPS’ Code of Conduct provides clear guidelines for what behavior is expected from students, as seen in each building’s Positive Behavioral Interventions and Supports Plan. The Plans are a proactive approach designed to prevent behavior problems before they occur with the goal of teaching students desired behaviors for common areas, classrooms and large group settings.

CPS uses culturally responsive and trauma informed approaches to respond to challenging behaviors and violations of the Code of Conduct. These strategies, in combination with other District priorities and protocols, promote equity, increase academic achievement and decrease disciplinary removals.

As such, administrators will utilize a menu of consequences based on the category of the infraction, including alternative and restorative disciplinary consequences inside the school buildings, including, but not limited to, Alternative Learning Centers (ALC). Removal from school will be a consequence of last resort. Out-of-school suspension and expulsion are allowable, commensurate with Ohio law.
Positive Behavior Interventions and Supports (PBIS)
The building blocks of the Positive School Culture Plan are Positive Behavior Interventions and Supports (PBIS), a data-driven, prevention-focused approach for meeting the behavioral needs of all students. This PBIS framework is part of CPS’ Multi Tiered Systems of Support (MTSS), a proven step-by-step process that uses both prevention and intervention techniques to meet the needs of the whole child.

MTSS tiers help schools to organize levels of supports based on intensity so that students receive the instruction, support, and interventions they need. As such, student identities are not based on tier levels. Instead, individuals are identified as students in need of support.

**Tier 1 - Schoolwide**
The largest tier provides strong, universal behavioral supports and instruction to all students. This leads to behavioral success for 80-90 percent of students in each building. In order to create schoolwide expectations guided by the Code of Conduct, each CPS school has a PBIS Team, which may include:
- administrator
- teachers
- school psychologists, counselors, social workers

Tier 1 emphasizes teaching and acknowledging appropriate student behavior.

**Tier 2 - Targeted**
This middle tier provides additional support and strategies for helping students who continue to struggle despite receiving schoolwide instruction. Typically, about 5 to 10 percent of students per building would benefit from these more targeted supports. Tier 2 supports usually include small-group learning opportunities that review and reteach appropriate social and developmental skills. One of the most commonly implemented strategies at Tier 2 is a daily check-in with a trusted adult at school, for encouragement and reinforcement of expected behavior.

**Tier 3 - Intensive**
This smallest, but most intensive, tier, is ideally needed by about 1 to 5 percent of students per building. Tier 3 strategies are designed to meet the needs of individual students. This could include a referral to school-based mental health partners and more formal assessments to determine students’ needs.
Restorative Practices

Definition
Cincinnati Public Schools takes a positive approach to discipline that creates a learning environment where students are held accountable for their actions and words but also coached to make improvements in their behavior. Restorative Practices are specific strategies that consist of positive interventions to improve behavior. (See Code of Conduct, starting page 15). In addition to encouraging improved behavior, Restorative Practices promote:

- Self-accountability and reflection of misbehavior
- Conflict resolution among students and between students and adults
- Development of better, more effective teacher and student relationships

Restorative Practices are research-based strategies that require training to properly implement and work best when the adults and students are willing to engage in repairing relationships.

Application
Reducing the racial outcomes in how we address student behaviors is a primary goal in building restorative communities. Historically, exclusionary practices have disproportionately impacted students of color. Black students are more likely to be suspended, expelled, and arrested than their White peers, even for the same behavior.

Consistent with Board Policy 2255 Equity and Excellence in Education and 2256 Anti-Racism, Cincinnati Public Schools is committed to reducing the number of removals of students of color. CPS will eliminate racist discipline practices and policies by acknowledging and dismantling systemic structures that contribute to any form of racism or racist outcomes that disproportionately affect our students of color. We will achieve this by implementing the following policies and practices:

i. School teams will routinely examine disaggregated discipline and attendance data.

ii. Staff will participate in cultural competency and restorative practices training.

iii. The district will continue to work with the community to reduce unnecessary referrals to juvenile court, increase diversionary programming, and avoid creating juvenile records for students.
### Getting Help

#### Bullying, Harassment and Intimidation

Cincinnati Public Schools strives to maintain safe and supportive learning and working environments. In support of this effort, CPS prohibits bullying, harassment and intimidation by any student or staff.

**Board Policy No. 5517.01** defines bullying, harassment or intimidation as either “violence within a dating relationship; or any intentionally written, electronic act, … verbal, graphic, or physical act that a student or group of students exhibit more than once, toward another particular student(s), and the behavior both causes mental or physical harm to the other student(s); and, is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).”

**Simply put, bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending against the words or actions. When teasing becomes hurtful, unkind and constant, it can be bullying.**

#### Other Important Definitions

**Cyberbullying**: Bullying using digital devices such as cell phones, computers and tablets, through SMS (short message service), text and apps, or online in social media, forums or gaming. Cyberbullying includes sending, posting or sharing negative, harmful, false or mean content about someone. It includes sharing personal or private information that causes embarrassment or humiliation. Cyberbullying can cross the line into criminal behavior.

**Retaliation**: Intimidation and harassment against someone who reports bullying, provides information during an investigation, or witnesses, or has reliable information about, bullying behaviors.

**Peer Conflict**: A disagreement or argument among people who are equal in status. These interactions are age-appropriate for the people involved.

Administrators investigate all reports of bullying. Disciplinary action will be taken based on the findings of the investigation. If a report is not found to be a case of bullying, the incident may still fall under another discipline infraction category and result in disciplinary consequences.

#### If you are being bullied:

- Tell a teacher, the principal or a staff member, and parents or guardians, about the incident.
- Calmly tell the bully to stop, or say nothing and walk away.
- Do not retaliate against the bullying student.

#### If you see someone being bullied:

- Tell a teacher, the principal or a staff member about what you saw, or encourage the bullied student to tell.
- If you feel comfortable doing so, calmly tell the bully to stop.
- Be a good friend to the student who is being bullied.
- Encourage the student who is being bullied to walk away from the situation.
- Do not laugh or join in the bullying.
- Do not gossip about the bullying situation to other students.
- Do not retaliate against the bullying student.

(Continued)
School-Related Problems
If a student has a problem related to discipline, security or personal safety, the student should do one or all of the following as quickly as possible:

• Tell a teacher or staff member, or talk to the principal or assistant principal.
• Talk to someone who can help with ways to deal with a problem — perhaps a peer mediator, peer helper, teacher, school counselor, school psychologist, social worker or an adult mentor.
• Tell parents or guardians about the problem.

Personal Problems
For help with personal problems that may impact a student’s school life or activities, the student should:

• Discuss the problem with parents or guardians, if possible.
• Talk with school counselors, psychologists and social workers at the schools; they are trained to offer help.

Academic Problems
Academic Problems For help with academic problems, the student/caregiver should:

• See the teacher who teaches the subject.
• If the problem remains unresolved to the student’s satisfaction, talk to the school counselor or principal.
• Parents or guardians may want to join discussions with principals or school counselors.

CPS’ Anti-Bullying Program a Top Priority
Cincinnati Public Schools is taking on bullying with a laser focus — with school social workers dedicated to bullying prevention and an online bullying-reporting button.

Students, parents, and families are encouraged to communicate with teachers, principals, or another adult in the building about their concerns.

The CPS Bully Notification Button, which appears on the right side of all district website pages, provides another option through an easy, online system to report bullying allegations.

CPS’ approach is cutting edge for school anti-bullying programs, helping ensure that no barriers exist in CPS for anyone wanting to report a bullying incident. The goal is to improve school climates for every child.

Anyone may submit an allegation or call the bullying allegation line about bullying concerns within CPS; callers may remain anonymous: (513) 363-0551.

More information: cps-k12.org/families-students/student-safety
School Safety

School Resource Officers

A School Resource Officer (SRO) is a sworn Cincinnati police officer. The partnership between Cincinnati Public Schools and the Cincinnati Police Department School was established in 1967 and has been in place for almost 55 years.

The SRO undergoes specialized training and is assigned by the Cincinnati Police Department to serve the students, families, staff, and partners of Cincinnati Public Schools. The SRO provides law-enforcement services and does not engage in school-related discipline.

The SRO offers collaboration with school administrators to identify safety concerns and provide assistance with reducing or eliminating any risk of harm to people and damage to property.

School Safety Plan

A comprehensive School Safety Plan was developed in partnership with the Cincinnati Police Department, the Cincinnati Fire Department, the Federal Bureau of Investigation, Homeland Security, and the Cincinnati Public School - Office of School Safety.

The Office of Safety Services requires specialized training for CPS Security Representatives (Guards) in an effort to ensure the safety of students, families, staff, and partners of Cincinnati Public Schools.

Parts of the safety plan include:
• The use of walk-through metal detectors
• The use of hand-held metal detectors (wands)
• A search of school bags
• Visual inspection buildings and surrounding areas
• Safety drills
• Visitor Check-in
• Digital monitoring
• The reporting to law enforcement any:
  • Violence or serious threats of violence
  • Actions which may influence student harm
CPS’ Community Learning Centers: Strengthening Link Between Schools and Neighborhoods

Cincinnati Public Schools’ Community Learning Centers (CLCs) are nationally recognized as a model for supporting students’ achievement by transforming schools into neighborhood hubs.

For more than a decade, Cincinnati Public Schools has been creating places where students learn and achieve, and the community is engaged and feels at home.

CLCs and Resource Coordinators

Each CLC partners with a non-profit community-based organization as a Lead Agency. The Lead Agency also employs a full-time Resource Coordinator, who is based at the school and knows the specific needs of students and families.

The Resource Coordinator works with the principal, teachers, staff and the community to identify strategic partnerships that serve needs and provide expanded learning opportunities such as health services, counseling, athletics, youth development, leadership, social-emotional learning, parent and family engagement programs, career and college-access services, mentoring, and arts and cultural programs.

For more information, including list of Lead Agencies and Resource Coordinators: cps-k12.org/community/clc

Physical Healthcare

Currently, there are 25 School-Based Health Centers to serve students’ needs; 10 of those centers also are open to staff and the community. Started in 1999 — as part of CPS’ move to create schools as CLCs — the health centers have flourished within a partnership with CPS and two local non-profit agencies, Interact for Health and Growing Well. The health centers strengthen the tie between student health and academic achievement.

Each center is staffed by a nurse practitioner who performs physical exams, treats and manages chronic and acute conditions, prescribes medications, provides basic lab tests, conducts oral-health assessments, educates students about health, and performs mental and behavioral health screenings.

Information on CPS’ School-Based Health Centers (locations, hours, services provided): cps-k12.org/community/clc

Vision Care

In addition, CPS students are supported by two vision centers called OneSight, operated by the Cincinnati Health Department. The centers serve CPS students from around the district, providing comprehensive eyes exams, glasses, fittings, adjustments, eye care and vision therapy.

Vision Centers are located at Oyler School and the Academy of World Languages. (For addresses, see Page 28.)
Dental Care

Five dental-health care centers also serve CPS students, and are open as well to staff and the community. Operated by the Cincinnati Health Department and the Cincinnati Dental Society’s Oral Health Foundation, the centers offer such services as teeth cleaning, dental fillings and dental-care education.

The dental health care centers are located at Oyler School, Aiken, Western Hills, Withrow and Academy of World Languages. (For addresses, see Page 28.)

Mental Healthcare

Through the MindPeace network, public and private providers collaborate to ensure that children’s and adolescents’ mental health needs are met in all CPS schools at all grade levels, with services provided through a School-Based Mental Health Team. By working together, access to quality mental-health supports has expanded and improved.

CPS’ School-Based Mental Health Teams (school site, lead agency, hours):
mindpeacecincinnati.com/school-based-mental-health-teams

Dining Services

At the following schools, breakfast is at no charge to all students, but a parent or guardian must complete a meal program application for free or reduced meal status: Clark Montessori; Clifton Area Neighborhood School; Fairview Elementary; Hyde Park Elementary; Kilgour Elementary; Sands Montessori; School for Creative and Performing Arts; Spencer Center; and Walnut Hills High School. In all other CPS schools, breakfast and lunch is at no charge to all students. There is also no need for a parent or guardian to complete a meal program application.

Please see CPS’ website: https://www.cps-k12.org/families-students/student-dining-services/free-reduced-lunch for information. The Federal guidelines require a new application each year. Only one application is required per family.

After-School Programming and Tutoring

Each school offers a variety of after-school programs. Please check the school’s website for more information: https://www.cps-k12.org/schools/find-a-school

Activities Beyond the Classroom provides a variety of activities to over 50 CPS schools. More information can be found here: https://abccincy.org/

Cincinnati Recreation Commission (CRC) provides recreational, cultural, educational and leisure activities for people of all ages and abilities. From martial arts, weight rooms, and fitness classes to games, crafts, and day camps, there are plenty of healthy activities that will spark creativity and keep the mind active.

More information on CRCs by neighborhood can be found here:
https://www.cincinnati-oh.gov/recreation/facilities1/recreation-centers/
Attendance

Research shows that students who attend school regularly perform better academically. Absenteeism is one of three signs that a student may drop out of high school and missing 10% (or just 2 days each month) of school can drastically affect a student’s academic success.

Parents/caregivers can encourage good attendance by:

- Emphasizing the importance of attending classes every school day.
- Ensuring the student arrives at school on time.
- Putting forth the necessary effort to assure that your child arrives at school on time.
- Following the school’s procedure for reporting absences for illness or other approved reasons.
- Working with the principal and teachers if the student is missing classes.
- Avoiding vacations and other scheduled time away during school days.

Board Policy 5200 and 5201 outline attendance and truancy expectations.

Ohio House Bill 410 encourages and supports a preventative approach to excessive absences and truancy. If a student is habitually truant and the student fails to participate in or fails to make satisfactory progress on the absence intervention plan, CPS may file a complaint with the Juvenile Court and/or take any other appropriate intervention actions. In accordance with HB 410, CPS does not suspend or remove students from school as a result of attendance.

Athletics and Extracurricular Activities

Good Sportsmanship and Good Spectatorship

Cincinnati Public Schools encourages good sportsmanship and spectatorship that follows the highest standards of fair play. Student athletes, coaches and all school staff, spectators and parents are expected to act correctly and to demonstrate fairness and equity at all times.

Students are expected to conform to established guidelines of sportsmanlike conduct both on and off the playing field by showing respect for all, including coaches, umpires and game officials, opponents, cheerleading squads, spectators, and news reporters and photographers.

Unsportsmanlike conduct includes inappropriate behavior in language, gesture or action that demeans, intimidates or endangers others.

For help with problems involving extracurricular activities, the student should:

- Talk to the advisor assigned to the club or activity.
- For high school athletics, talk to the school’s athletic director.
- If the problem remains unresolved, talk with the principal.
- Parents or guardians may want to join any of these discussions.
Dress Code

Dress code is a decision made at the school-level. Failure to follow the dress code may result in a Code of Conduct violation based upon administrative discretion.

CPS Technology and the Acceptable Use Policy

The purpose of providing technology devices as well as internet and network access in schools and homes is to support the District’s educational objectives. All students will engage in a Digital Citizenship course and, upon completion, will digitally sign a grade-level appropriate version of this Acceptable Use Policy (AUP) and the Mobile Device Agreement. Violations of the AUP will be addressed in accordance with the Code of Conduct. All district devices will be monitored for violations of the AUP and statements of harm to self or others.

Bus Expectations

The Code of Conduct applies on yellow buses or vans, or metro buses that bring students to school, take them home, and transport them to school-related activities. Students are expected to be Respectful, Responsible, and Safe on school transportation. Consequences are at the discretion of the school administrator.

<table>
<thead>
<tr>
<th>Be Respectful</th>
<th>Be Responsible</th>
<th>Be Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Invite others to sit with you.</td>
<td>• Follow bus rules.</td>
<td>• Use quiet voices.</td>
</tr>
<tr>
<td>• Use kind words.</td>
<td>• Keep bus clean.</td>
<td>• Stay seated and facing forward at all times.</td>
</tr>
<tr>
<td>• Help others.</td>
<td>• Take care of your personal belongings.</td>
<td>• Keep hands, feet, and objects to yourself and inside the bus.</td>
</tr>
</tbody>
</table>

See Page 28 for transportation contact information.
First, cover the basics

To graduate in Ohio, you must complete and pass these courses to earn the required credits.

Earning Credits
Cincinnati Public Schools and the Ohio Department of Education require earning a minimum of 20 credits in specified subjects and passing required tests.

<table>
<thead>
<tr>
<th>Credit Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language arts</td>
<td>4</td>
</tr>
<tr>
<td>Health</td>
<td>½</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Physical education</td>
<td>½</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Social studies</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
</tr>
</tbody>
</table>

Other Requirements

- Instruction in economics and financial literacy (part of the American Government curriculum)
- Fine Arts: 2 semesters

Some CPS high schools have additional requirements. See your counselor for additional information.
Earning an Ohio High School Diploma
Classes of 2023 and Beyond

Second, show competency

Earn a passing score on Ohio’s high school Algebra I and English II tests.
Students who do not pass the test will be offered additional support and must retake the test at least once.

Is testing not your strength?
After you have taken your tests, there are three additional options to show competency.

Option 1
Demonstrate Two Career-Focused Activities*

Foundational
- Proficient scores on WebXams
- A 12-point industry credential
- A pre-apprenticeship or acceptance into an approved apprenticeship program

Supporting
- Work-based learning
- Earn the required score on WorkKeys
- Earn the OhioMeans Jobs Readiness Seal

*At least one of the two must be a Foundational skill

Option 2
Enlist in the Military
Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.

Option 3
Complete College Coursework
Earn credit for one college-level math and/or college-level English course through Ohio’s free College Credit Plus program.

AND

Third, show readiness

Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and plans for next steps after high school.

At least one of the two must be Ohio-designed:

- OhioMeansJobs Readiness Seal (Ohio)
- Industry-Recognized Credential Seal (Ohio)
- College-Ready Seal (Ohio)
- Military Enlistment Seal (Ohio)
- Citizenship Seal (Ohio)
- Science Seal (Ohio)
- Honors Diploma Seal (Ohio)
- Seal of Biliteracy (Ohio)
- Technology Seal (Ohio)
- Community Service Seal (Local)
- Fine and Performing Arts Seal (Local)
- Student Engagement Seal (Local)

More information about graduation requirements is available at education.ohio.gov. Remember to also talk to your school counselor frequently to make sure you stay on track to graduate on time.
Maintaining a safe, productive environment inside our schools and classrooms is a priority at Cincinnati Public Schools so that our students will learn, grow in character and maturity, and graduate ready for success.

This Code of Conduct applies to all CPS students in kindergarten through 12th grade.

**Students must follow the districtwide Code of Conduct before, during and after school.**

The Code is in effect inside school buildings, on school grounds and at school-related activities. Students also must follow these rules on the yellow buses or vans, or Metro buses, that bring them to school, take them home and transport them to school-related activities.

**Student discipline rules noted in CPS’ Code of Conduct apply during extended school closures.**

This Code of Conduct and CPS’ discipline procedures are based on Ohio law and CPS Board policies. Students and parents/guardians should read and understand this Code of Conduct to help model positive behavior for their children and prevent behavioral problems that could lead to disciplinary action.

**Questions or concerns about this Code of Conduct?** Contact the school’s principal or the CPS Customer Care Center: (513) 363-0123.

### Searches of Students and Property

Students will be subject to searches by metal detectors and/or by hand on a random basis or with reasonable suspicion by district administrators or security personnel. The district may search the following:

- a student’s outer clothing, pockets, book bags or other property
- a student’s locker
- a vehicle driven to school by a student

**Students have no expectation of privacy in cell phones or other electronic devices brought to school. If there is reasonable suspicion that a search will reveal a violation of school rules, cell phones and other electronic devices may be confiscated and searched by administration or designee, including searching calls, emails, contacts, texts, and other communications or Internet access.**

### Restorative Practices and the Code of Conduct

Restorative Practices are designed to increase students’ belonging in school communities and explicitly teach strategies to build empathy and make amends when necessary. When schools are engaged in restorative practices, student selection of interventions to repair harm to the relationship, property or person will be considered as part of the consequence for behavior.

If a student is unwilling to repair the harm through restorative practices, appropriate consequences for the behavior will be provided. The team may also consider interventions for the student to increase their sense of community and their development of social awareness. If the student is unwilling to repair harm, the student’s willingness will not be judged as an inherent fault of the student but instead as an avenue to continue to increase the sense of community for the student.

The language and categories within the Student Support Guide are predicated on the belief that schools should be supportive environments that will engage our children in a process of learning while maintaining open, collaborative and inclusive communication practices with students and families.
Working with Families to Keep Students in School and Engaged in Learning

What Families Can Expect

Steps Following Student Misbehavior
When the principal finds that a student has committed an offense, the principal or another school administrator will:

1. Investigate the incident, including meeting with the student and others involved to seek an explanation for the situation.
2. Notify the family if a corrective strategy is used.
3. Send a letter to the family if the corrective strategy is an assignment to the Promise Center. (See CPS’s Promise Center below.)

Actions Families Can Take
Parents/caregivers and families serve as integral partners in the school’s response to student misconduct. CPS educators will work proactively with parents / caregivers to establish strong relationships and positive behavior supports. If school discipline becomes necessary, parents/caregivers are welcome participants in the disciplinary process and may:

1. Ask for a meeting with the principal to discuss the decision and to request information about the investigation or the appeal process.
2. Appeal an assignment to the Promise Center of less than 10 days by writing a letter or email to the district’s Hearing Officer stating the reason for the appeal.
3. Appeal an assignment to the Promise Center of more than 10 days/expulsion by writing a letter or email to the district’s Hearing Officer stating the reason for the appeal. The letter or email will be forwarded to Superintendent or designee, who will make final decisions on removals.

When writing an appeal, include the name of the student, name of parent or guardian, name of student’s school, and phone number(s) where parent or guardian can be reached.

Appeals may be sent by email to the Hearing Officer: HearingAppeal@cps-k12.org
Or, mail or deliver an appeal letter to the Hearing Officer at the CPS Jacobs Center, (site of the Promise Center Program), 5425 Winton Ridge Lane, Cincinnati, OH 45232 (Winton Terrace).
A response will be sent via letter or email within 72 hours.

CPS Promise Center
Cincinnati Public Schools provides alternative programs in lieu of out-of-school suspension and out-of-school expulsion. The alternative program is called the Promise Center.

Life Coaches work with students who are assigned to the Promise Center program.
Life Coaches focus on triggering five competencies of social-emotional learning through large-group positive messages, small-group coaching, one-on-one coaching and coaching follow up when students return to their schools. The five competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision Making.

Life Coaches are trained at Dream Builders University, an evidence-based social-emotional agency aimed at helping students improve academic performance, anger management, resilience and conflict resolution.
Promise Center Assignments for Students with Disabilities

All federal and state laws, Board policies and administrative procedures must be followed in recommending assignments to the Promise Center for students with disabilities on Individual Education Plans (IEPs) or Section 504 Plans.

Promise Center Assignments for Ten Days or Less

Cincinnati Public Schools’ Promise Center program addresses the needs of students who exhibit chronic disruptive behavior that interferes with classroom instruction. These students are not a danger to themselves or others; however, their decisions violate the district’s Code of Conduct and require removing them from regular schools for a brief time.

If a student is assigned to the Promise Center program for ten days or less, the following steps will occur:

1. The family will be contacted in person or by telephone before the student is sent home to explain why the student is being assigned to the Promise Center.
2. The student will be given a letter explaining the assignment to the Promise Center that will include a description of the offense committed.
3. Within 24 hours, a copy of the letter given to the student will be sent to the parent or guardian explaining the reason for the assignment to the Promise Center, the offense(s) the student committed and providing information about the appeal process.
4. The student will begin at the Promise Center on the date assigned.

Promise Center Assignments for More than Ten Days

If a student is involved in a Category II or Category III offense with a recommendation to the Promise Center for more than ten days, the following will occur:

1. The student will be placed in the Promise Center program while awaiting a hearing with the District’s due process hearing officer.
2. The student will be given a letter explaining the offense and the assignment to the Promise Center. The letter will include the date a Hearing Officer will hold the hearing. The student may bring a representative or representatives to this hearing. The representative(s) need not be an attorney.
3. During the hearing, the Hearing Officer will review the investigation to determine if an assignment to the Promise Center is warranted. The student, the parent and representative(s) will be given an opportunity to explain.
4. At the end of the hearing, the Hearing Officer will decide the corrective strategy to be taken.
5. If the student is assigned to the Promise Center program, the student and the family will be given information about the student’s assignment.
6. If an adult family member does not attend the hearing, the family will be notified of the Hearing Officer’s decision by telephone and by letter.

Emergency Removal from School

Emergency removal can occur only for the following reasons:

- If the student’s presence in school poses a danger to people or property
- If the student is an ongoing threat of disruption
Emergency removal requires communication between school officials and the student’s family (parent or guardian or, if necessary, other adult family members). At the time of the removal, the family will be contacted in person or by telephone to explain the reason for the removal and to request a meeting.

In addition, a letter with the explanation and meeting request will be sent to the family and a copy will be given to the student. To maintain consistency in communication, a districtwide letter will be used.

- A student in grades Preschool – 3 may be removed for the remainder of the school day.
- A student in grades 4 – 12 may be removed for the remainder of the school day and the next school day, and the student may be referred for assignment to the Promise Center.

**Permanent Exclusion**

The Board may seek the permanent exclusion of a student 16 years of age or older who is convicted in criminal court, found delinquent, or found to have assisted, in connection with any of the following offenses:

1. Illegal conveyance or possession of a deadly weapon or dangerous ordinance; carrying a concealed weapon; trafficking in drugs, including possession or sale of a bulk amount of a controlled substance.

2. Aggravated murder, murder, voluntary or involuntary manslaughter, assault, rape, gross sexual imposition or felonious sexual penetration involving a district employee on school grounds or at a school function.

The Superintendent may consider permanent exclusion based on the severity or number of offenses.

**Per Ohio law, a student will not be removed from school if the only misbehavior is truancy (not attending school).**

---

**Discipline for Young Students**

**CPS Board Policy No. 5610** prohibits out-of-school suspension or expulsion of students in preschool to third grade, except when required by law.

Students in kindergarten to third grade must follow the Code of Conduct. Discipline for misbehavior will follow the Code’s Corrective Strategies (See pages 19-21.)

**Mitigating Factors**

Administrators will consider a student’s age, disability status, developmental level, and other mitigating factors when issuing consequences. This is in alignment with CPS’ equitable and antiracist practices.

**Academic Considerations**

While serving an out-of-school suspension, students shall be provided the opportunity to earn equivalent grades and academic credits as other students. They must also be provided the opportunity to make up tests, final examinations, and complete class and homework assignments without penalty while on suspension or within a reasonable time following the completion of the suspension. The intent of this provision is to not doubly punish students with suspensions and academic sanctions, while also providing an opportunity for the student to reintegrate into the educational program of the district following the suspension period.
## Corrective Strategies for Category I Offenses

<table>
<thead>
<tr>
<th>Districtwide Expectations</th>
<th>Expected Behavior</th>
<th>Infractions of Expectations</th>
<th>Menu of Consequences for Student Infractions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What’s Expected of Students</strong></td>
<td><strong>What Students Should Do</strong></td>
<td><strong>What Students Should Not Do</strong></td>
<td><strong>These are not intended to be the only choices or sequential.</strong></td>
</tr>
</tbody>
</table>
| **BE SAFE** | • Stay in assigned area. | • Out of Bounds  
• Disruptive Behavior | • Restorative Practices  
See Page 5.  
• Re-teach the behavioral expectations  
• Create a behavior contract that includes expected student behaviors, as well as consequences for infractions and incentives for demonstrating expected behaviors |
| **BE RESPECTFUL** | • Follow directions.  
• Obey classroom rules.  
• Communicate respectfully. | • Disobedience  
• Inappropriate Communication | • Require the student to complete a community service task within the school community  
• Have the student choose a method of apologizing or making amends to those harmed or offended  
• Provide a reflective activity  
• Refer to intervention team  
• Office referral for chronic Category I offenses |
| **BE RESPONSIBLE** | • Tell the truth.  
• Do your work.  
• Use cell phones only as allowed by district and school rules. | • Academic Dishonesty  
• Gambling  
• False Identification  
• Electronic Communication Devices | • Detention, during which the student completes work  
• Alternative Learning Center (ALC), during which school work is completed  
• Repair of situation  
• Parent contact, if possible  
• Parent/Teacher conference  
• Student conference |

*Selections from this list will be made by school officials in a least-restrictive and progressive manner in alignment with the school’s Positive Behavior Interventions and Supports (PBIS) Plan.*

*Considerations of mitigating factors and willingness to repair harm are to be taken into account when issuing consequences.*
## Corrective Strategies for Category II Offenses

<table>
<thead>
<tr>
<th>Districtwide Expectations</th>
<th>Expected Behavior What Students Should Do</th>
<th>Infractions of Expectations What Students Should Not Do</th>
<th>Menu of Consequences for Student Infractions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE SAFE</strong></td>
<td>• Solve problems peacefully.</td>
<td>• Present without Authorization</td>
<td>• Restorative Practices See Page 5.</td>
</tr>
<tr>
<td></td>
<td>• Keep hands and feet to yourself.</td>
<td>• Leaving Without Authorization</td>
<td>• Conference with student to determine disciplinary consequences</td>
</tr>
<tr>
<td></td>
<td>• Respect others’ opinions.</td>
<td>• Tobacco/Smoking</td>
<td>• Parent contact</td>
</tr>
<tr>
<td></td>
<td>• Obey laws regarding smoking for minors.</td>
<td>• Fighting</td>
<td>• Loss of privileges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Gang Activity</td>
<td>• Re-teach (may include role-play)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Disorderly Conduct</td>
<td>• Create a behavior contract</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Require the student to complete a community service task</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Refer to intervention team</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Repair of situation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Arrange linkage with counseling agency</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Create a home/school communication system</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Require daily or weekly check-ins with administrator for a set period of time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify a mentor and establish a schedule of activities related to school performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Detention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Assignment to the Promise Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Saturday School</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• File charges if law is broken</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Out-of-School Suspension</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Recommendation for Expulsion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Alternative Learning Center (ALC), during which school work is completed</td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>• Use polite words.</td>
<td>• Profanity or Obscenity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Consider the feelings of others.</td>
<td>• Sexual Misconduct</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bullying/Harassment/Intimidation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Depictions of Prohibited Conduct</td>
<td></td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>• Ask before borrowing.</td>
<td>• Stealing/Possession of Stolen Property</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Take care of school property.</td>
<td>• Damaging/Destruction of Property</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fireworks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Counterfeit Currency</td>
<td></td>
</tr>
</tbody>
</table>

**OFFENSES IN CATEGORY II REQUIRE A MANDATORY OFFICE REFERRAL.**

* Considerations of mitigating factors and willingness to repair harm are to be taken into account when issuing consequences.
### Corrective Strategies for Category III Offenses

<table>
<thead>
<tr>
<th>Districtwide Expectations</th>
<th>Expected Behavior</th>
<th>Infractions of Expectations</th>
<th>Menu of Consequences for Student Infractions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What Students Should Do</td>
<td>What Students Should Not Do</td>
<td>These are not intended to be the only choices or sequential. Consequences may be used in combination.*</td>
</tr>
</tbody>
</table>

#### BE SAFE
- Eat and drink healthy foods.
- Ask for help if you are not safe.
- Alcohol and Drugs
- Physical Assault
- Serious Bodily Injury
- Dangerous Weapons
- Firearms**
- Firearm Look-Alikes
- Sexual Assault
- Sexting
- Starting a Fire
- Hazing
- Conference with student and parent/caregiver
- Create a behavior contract
- Re-teach
- Require student to complete a community service project
- Have student choose a method of apologizing or making amends to those harmed or offended
- Refer to Intervention Team, Interagency Team, Multifactored Evaluation Team, or IEP Team
- Arranged linkage with counseling or mental health agency
- Create a home/school communication system
- Require daily check-ins with administrator, counselor or social worker for a set period of time
- Identify a mentor and establish a schedule of activities related to school performance
- Work with juvenile court to identify opportunities for repair of situation
- Assignment to the Promise Center
- Possible Out-of-School suspension with recommendation for Expulsion**
- File charges if law is broken

#### BE RESPECTFUL
- Accept refusals gracefully.
- Cope with it when the answer is “no.”
- Extortion
- Possession of a firearm requires expulsion. (ORC Ohio Revised Code 3313.66 (B) (3) )

#### BE RESPONSIBLE
- Choose the right time to celebrate.
- Stay out of other people’s property.
- Obey the laws of the school and neighborhood community.
- Stealing by Force or Threat
- Breaking and Entering
- False Fire Alarms or Bomb Reports/ Tampering with Fire Alarm System
- Identify a mentor and establish a schedule of activities related to school performance
- Work with juvenile court to identify opportunities for repair of situation
- Assignment to the Promise Center
- Possible Out-of-School suspension with recommendation for Expulsion**
- File charges if law is broken

* Selections from this list will be made by school officials in a least-restrictive and progressive manner.

** Possession of a firearm requires expulsion. (ORC Ohio Revised Code 3313.66 (B) (3) )

OFFENSES IN CATEGORY III REQUIRE A MANDATORY OFFICE REFERRAL.

* Considerations of mitigating factors and willingness to repair harm are to be taken into account when issuing consequences.

Substantiated instances of staff assault with injury require recommendation for expulsion.
Definition of Terms for Category I Offenses*

In most instances, Category I infractions are corrected by the teacher or supervising adult in the setting where the misbehavior occurs. If a pattern of these offenses persists, consultation to set up a corrective plan may be necessary.

Out of Bounds
Students must stay in designated areas of the school building to which they are enrolled or have been assigned. Students must attend assigned classes and not skip - i.e., not going to an assigned classroom during school hours.

Disobedience
Students are expected to do what school adults tell them to do. School adults include administrators, teachers, paraprofessionals, secretaries, security personnel, custodians, bus drivers, lunchroom workers and school volunteers. Students must not argue with adults. Students are expected to follow all CPS health and safety guidelines.

Students are not expected to obey any directives by an adult that would cause the students harm or are of a sexual nature. A student who feels uncomfortable with an adult's directive should report the incident to a trusted adult, such as a parent or principal.

Disruptive Behavior
Students are expected to follow schoolwide behavioral expectations and abide by classroom rules, routines and procedures. Students must not interrupt the learning of others or behave in a manner that causes disruption to the school environment. If a teacher or other school adult is prevented from starting an activity or lesson, or has to stop what he or she is doing to try to stop the student’s behavior, the behavior is considered disruptive. For example, if a student causes a disruption in the classroom by talking, making noises, throwing objects, play fighting, horseplay, or otherwise distracting one or more classmates, the student is engaging in disruptive behavior.

Inappropriate Communication
Students are expected to speak respectfully to others. Examples of inappropriate communication include put-downs, or making fun of or negatively talking about a person or their family. This includes written, electronic and verbal communication.

False Identification
Students are expected to be honest. Students must not trick, or cause someone to be tricked, by not telling the truth. Students must not sign or give a name other than their own.

Gambling
Students must not play games of cards, chance or dice for money or other items, except if such games are played at a school-sponsored activity for educational purposes.

Electronic Communication Devices
Electronic communication devices brought to school may be used only in accordance with district and school policies.

Academic Dishonesty
Students are expected to do their own work. Students must not use, submit or attempt to obtain data or answers dishonestly, by deceit or by means other than those authorized by the teacher. Examples of acts of cheating/plagiarism include any appropriation, literary theft, falsification, counterfeiting, piracy, fraud or unsupervised possession of any federal-, state- or district-mandated tests. Plagiarism includes, but is not limited to, copying word for word from references such as books, magazines, research materials or the Internet. This includes any violation of the CPS Student Testing Code of Conduct, which may result in disciplinary action and an invalidation of test scores.

* A Category I Offense could be upgraded to a Category II or Category III Offense, depending on the circumstances.
Definition of Terms for Category II Offenses*

Students will receive consequences and corrective instruction when they commit, attempt to commit, or participate in committing any of these infractions.

In most instances, Category II infractions are corrected by the building principal or another administrator at the building level - who shall choose a corrective strategy in consultation with the teacher or supervising adult. Students may be subject to suspension or referred to the Promise Center – especially for repeated or egregious Category II behaviors. The time while a student is in an alternative program will be used to plan the corrective instruction and supports necessary to change the pattern of behavior.

**Present without Authorization**

Students must have permission from a building administrator, or be escorted by a parent/caregiver or emergency contact person, to enter a school building other than their own.

Students must not return to any school while assigned to the Promise Center, or under expulsion or removal, except with permission from a building administrator and under escort by a parent/caregiver or emergency contact person. During alternative placement, students may not go to any school, or school activity, other than to the school to which they are assigned, except with specific permission and supervision as described in this paragraph.

**Leaving without Authorization**

Students must not leave school property during the school day without the authorization of a building administrator or being escorted by a parent/caregiver or emergency contact person.

**Tobacco/Smoking**

Students are expected to protect their own health and safety, and the health and safety of others. Students must not possess, smoke or use any kind of tobacco product or associated paraphernalia including e-cigarettes or vaping device.

**Fighting**

Conflicts must be resolved peacefully. Students must not physically fight with another person. Fighting is defined as hitting, pushing, shoving, tripping and other physical acts. Self-defense will be considered in the investigation. During the investigation, the administrator or designee will consider whether physical contact could have been avoided.

**Profanity or Obscenity**

Students are expected to use appropriate language. Students must not verbally, electronically or by written words, photographs or drawings direct profanity to anyone in the school environment. Students must not insult anyone by obscene gestures.

**Stealing or Possession of Stolen Property**

Students must use only their own belongings unless explicit permission from the owner is given to borrow an item. Students must not take anything that does not belong to them. Students must not have anything that they know, or have reason to know, has been stolen. Students must not use school-owned or personal equipment to conduct illegal activity.

(continued)
**Gang Activity**
Students should associate with peers and adults who engage in safe, respectful and responsible behavior. Students must not participate in gang activity. Gangs are defined as groups of two or more students and/or adults who organize for the purpose of engaging in activities that threaten the safety of the general public, compromise the general community order, and/or interfere with the school district’s educational mission.

**Gang activities include:**
A. Wearing or displaying any clothing, jewelry, colors or insignia that intentionally identifies the student as a member of a gang or otherwise symbolizes support of a gang.
B. Using any word, phrase, written symbol or gesture that intentionally identifies a student as a member of a gang or otherwise symbolizes support of a gang. A student may not display gang affiliation on his or her school notebooks, textbooks or personal items.
C. Engaging in activity or discussion promoting gangs by two or more persons.
D. Recruiting students for gangs or anti-social behavior.

**Disorderly Conduct**
Students must solve problems peacefully. Violence and threats of violence disrupt the learning process. Students must not use violence, or threats of violence, force or bodily harm, against staff, students or property.

**Damaging/Destruction of Property**
Students must be respectful and take care of school property. Students must not damage, break, destroy or misuse school property or anything that belongs to someone else. Examples of this behavior include writing in school textbooks or library books; ruining bulletin boards; damaging desks or computer equipment such as laptops, tablets and e-readers, including installing or downloading unauthorized/malicious software; intentionally clogging the plumbing system; breaking light bulbs or fixtures; or spray-painting surfaces.

**Fireworks**
Students must obey the law regarding fireworks. Students must not bring to school or possess, handle, transmit, conceal or use any fireworks (poppers, firecrackers, rockets, sparklers, smoke bombs or other types) while at school.

**Sexual Misconduct**
Students must respect themselves and the privacy of others. Students must not act or behave in an unacceptable way by touching or making reference to, verbally, electronically or in writing, their private body parts or those of another person. Included in sexual misconduct are actions involving touching of a sexual nature.
Bullying — Harassment — Intimidation

All communication in the school is to be conducted with respect. Students must not use words (written, verbal, electronic), gestures, photographic images, drawings or any form of communication to intimidate, harass, bully or threaten harm to another person based on race, gender, religious beliefs, nationality, disability, sexual orientation, or gender identity or expression. Appropriate discussions of these issues, in the classroom or other school settings, are encouraged.

Bullying, harassment or intimidation means any intentional, repeated written, verbal, graphic or physical act that a student or group of students exhibit toward another particular student or students, including within a dating relationship, or toward school personnel; and the behavior both:

A. Causes mental or physical harm to the other students/school personnel including placing an individual in reasonable fear of physical harm and/or damaging of personal property, and

B. Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other students/school personnel.

CPS’ Board policy No. 5517.01, Bullying And Other Forms Of Aggressive Behavior (See Sexting section on page 31.)

Depictions of Prohibited Conduct

Students must not make, produce or distribute videos, images, sound recording or other mediums that show behavior prohibited by the Code of Conduct on school property or at school events, including using school-owned or personal electronic devices (i.e., laptops, iPads, tablets, e-readers, cell phones, or video or still cameras). Depictions of such conduct on social networking sites such as Facebook, YouTube, Instagram, Snapchat or any other similar websites are prohibited. Any representations of prohibited behavior must be immediately turned over to the principal or the principal’s designee. Reproduction and distribution of these items will result in disciplinary action.

Counterfeit Currency or Documents

Students may use only real United States currency (money). Students cannot use school property or equipment to create, or attempt to create, counterfeit currency or documents. Students must not knowingly possess counterfeit currency.

* A Category II Offense could be upgraded to a Category III Offense, depending on the circumstances.
**Definition of Terms for Category III Offenses**

Like Category I and II, there is a Menu of Consequences for Category III Infractions (see pg. 21). Administrators have the authority to assign consequences that do not result in school removal. An administrator can assign students to the Promise Center as an alternative to suspension or pending an expulsion hearing. The Hearing Officer determines if a student will remain at the Promise Center or be removed as a result of the expulsion hearing. If an administrator determines a criminal offense has been committed, CPS Security Services should be notified.

**Hazing**

“Hazing” means committing an act that causes or creates a substantial risk of mental or physical harm to a student as a part of pressuring that student into joining or remaining on, or as a requirement for joining, an athletic team, school organization, or other school group. Hazing can occur on or off school grounds, or not within school hours.

**Alcohol and Drugs**

Students must not bring alcohol or illegal drugs to school or school activities. Students must not use, be under the influence of, or buy or sell alcohol or illegal drugs. This section also applies to any substance made to look like, or represented to be, illegal drugs or alcohol and any related paraphernalia.

Students are permitted to bring prescribed or over-the-counter medication to school only with permission from parents and with the authorization and supervision of their doctor and school administrator or administrator’s designee. Prescribed or over-the-counter medication is for the student’s use only. A student must not sell or give prescribed or over-the-counter medication to anyone at school.

In grades 7-12, with parent’s and administrator’s permission, a student may keep over-the-counter medication in a secure location and access that medication, if needed, through an administrator’s designee. The medication is to be in the original labeled container with the protective seal intact and stored in a secure location supervised by a staff member (except as provided by student’s Health Plan, 504 or IEP).

**Physical Assault**

Students must get help when needed to solve problems nonviolently. Students must not physically attack another person. Physical assault is considered unprovoked hitting, kicking, shoving, spitting or otherwise causing physical pain or harm to another, except if all involved are engaged in a fight. (See Page 23 for definition of Fighting.) This includes student-to-student assaults and student-to-staff assaults.

**Serious Bodily Injury**

Students must not contribute to or cause bodily injury to themselves or others that involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or bodily capability.

**Dangerous Weapons**

Students must keep dangerous objects out of school. Students must not possess, handle, transmit or use as a dangerous weapon an instrument capable of harming another person. Dangerous weapons include but are not limited to:

A. Knives — Students must not possess, handle, transmit, conceal or use knives. Students violating the prohibition against knives may be assigned to the Promise Center program for up to one year.

**NOTE:** State law gives the Superintendent the option to expel a student for up to one calendar year for bringing a knife onto school property, into a school vehicle, or to a school-sponsored event.

B. Defensive Weapons — Students must not possess chemical Mace, pepper gas or like substances; or stun guns/tasers.

C. Other Items — Students must not possess items such as razors, box cutters, hammers, baseball bats, chains, tattoo paraphernalia, bullets or any other items that can be considered a weapon or can be used as a weapon. School supplies (i.e., compass, scissors, pens, etc.) must not be used as weapons.

(continued)
Definition of Terms for Category III Offenses (cont.)

**Firearms**
Students must not possess, handle or transmit, conceal or use firearms. Students violating the firearms prohibition must be expelled in accordance with State and Federal laws (e.g., educated in a placement other than the school of attendance) for one calendar year.

Firearms are any weapon (including starter guns) that will, or are designed to or may readily be converted to, expel a projectile by explosion (gunpowder) including the frame or receiver of any weapon and any firearm mufflers or silencers or any destructive devices (as defined in 18 USCA Section 921), which include any explosives, incendiary or poisonous gas bombs, grenades, rockets having a propellant charge of more than four ounces, missiles having an explosive or incendiary charge of more than four ounces, missiles having an explosive or incendiary charge of more than one quarter ounce, mines or devices similar to any of the devices described above.

NOTE: Federal law requires the Superintendent to expel a student for one calendar year if the student brings a gun onto school property, into a school vehicle, or to a school-sponsored event.

**Firearm Look-Alikes**
Students must not possess, transmit or conceal any item that resembles a firearm. Firearm look-alikes can propel an object or substance with force by spring load or air pressure (i.e., toy guns, cap guns, BB guns, pellet guns).

**False Fire Alarms or Bomb Reports/Tampering with Fire Alarm System**
Students must obey laws regarding fire safety. Students must not set off fire alarms at any time unless there is an emergency. Destroying or damaging a fire alarm is prohibited. Tampering with the fire alarm means setting off the squeal alarm or the actual alarm when there is not an emergency. (continued)

Students must not make bomb threats, or threats of any kind, either verbal or written including over social media, against any school building.

**Sexual Assault**
Students must protect the safety, and respect the rights, of others. Students must not sexually attack nor sexually abuse another person.

**Sexting**
Students are prohibited from engaging in sexting, which means sending sexually explicit images through electronic media, such as text messaging.

**Stealing by Force or Threat**
Students must not take another person’s property. Students must not take or attempt to take from another person any property by force or threat of force.

**Extortion**
Students must accept “no” for an answer when making a request of another person. Extortion means getting money or a promise by using threat or force. Students must not make people do anything they do not want to do by using threat or force.

**Starting a Fire**
Students must protect the safety of themselves and others. Students must not start, or help to start, a fire that may harm any person or property. Students must not start, attempt to set off, or possess any type of explosive device.

**Breaking and Entering**
Students must stay out of locked or private areas. Students must not force their way into places or onto property where they do not belong. Examples of such property include lockers belonging to other students and staff, science labs and supply cabinets.
How to Reach Us

Ronan Education Center – District Headquarters
2651 Burnet Avenue, 45219 (Corryville) – (513) 363-0000

Board of Education – (513) 363-0040
Customer Care Center – (513) 363-0123; cps-k12.org/community/customer-care-center
Communications and Engagement – (513) 363-0020
Early Childhood (Preschool) – (513) 363-0240
Student Dining Services – (513) 363-0800
Human Resources – (513) 363-0130
Student Services – Students with Disabilities – (513) 363-0357
Superintendent’s Office – (513) 363-0070
Transportation – (513) 363-RIDE (7433); open 6 a.m. to 6 p.m., Monday through Friday
Treasurer’s Office – (513) 363-0482

Jacobs Center
5425 Winton Ridge Lane, 45232

Student Affairs – Discipline
Promise Center – (513) 363-2400
Hearing Officer – (513) 363-2401

Support Services for Students and Families

Dental Services –
Aiken High School, 5641 Belmont Avenue, 45224; (513) 363-6700
Oyler School, 2121 Hatmaker Street, 45204; (513) 363-4135
Western Hills University High School, 2144 Ferguson Road, 45238; (513) 363-8900
Withrow University High School, 2488 Madison Road, 45208; (513) 363-9200
Woodward Career Technical High School, 7005 Reading Road, 45237; (513) 363-9300

Project Connect – Services for Homeless Families
2120 Vine Street, 45210; (513) 363-3200

School-based Health Centers – (513) 458-6612
Locations of Health Centers: cps-k12.org/community/clc
Mental Health Teams: mindpeacecincinnati.com/school-based-mental-health-teams

Vision Services –
OneSight Vision Center, at Oyler School, 2121 Hatmaker Street, 45204; (513) 363-4195
Academy of World Languages (AWL), 2030 Fairfax Avenue, 45207; (513) 363-7800

Domestic Violence, Dating Violence –
Women Helping Women – (513) 381-5610
Schools - Elementary
School details available on CPS’ website: cps-k12.org/schools/find-a-school

Academy of Multilingual Immersion Studies (AMIS) (Preschool-8)
1908 Seymour Avenue, 45237; (513) 363-1800

Academy of World Languages (AWL) (Preschool-8)
2030 Fairfax Avenue, 45207; (513) 363-7800

Bond Hill Academy (Preschool-6)
1510 California Avenue, 45237; (513) 363-7900

Carson School (Preschool-6)
4323 Glenway Avenue, 45205; (513) 363-9800

Chase School (Preschool-6)
4151 Turrill Street, 45223; (513) 363-1300

Cheviot School (Preschool-6)
4040 Harrison Avenue, 45211; (513) 363-1400

Cincinnati Digital Academy (K-12)
425 Ezzard Charles Drive, 45203; (513) 363-2040

Clifton Area Neighborhood School (CANS) (Preschool – 3)
3711 Clifton Avenue, 45220; (513) 363-2200

College Hill Fundamental Academy (Preschool-6)
1625 Cedar Avenue, 45224; (513) 363-1600

Covedale School (K-6)
5130 Sidney Road, 45238; (513) 363-1700

Dater Montessori School (Preschool-6)
2840 Boudinot Avenue, 45238; (513) 363-0900

Frederick Douglass School (Preschool-6)
2627 Park Avenue, 45206; (513) 363-1900

Evanston Academy (Preschool-6)
1835 Fairfax Avenue, 45207; (513) 363-2700

Fairview-Clifton German Language School (Preschool-6)
3689 Clifton Avenue, 45220; (513) 363-2100

Gamble Montessori Elementary School (Preschool-6)
2700 Felicity Place, 45211; (513) 363-9600

Hartwell School (1-8)
8320 Vine Street, 45216; (513) 363-2300

Hays-Porter School (Preschool-6)
1030 Cutter Street, 45203; (513) 363-1000

Hyde Park School (K-6)
3401 Edwards Road, 45208; (513) 363-2800

Kilgour School (K-6)
1339 Herschel Avenue, 45208; (513) 363-3000

LEAP Academy (Preschool - 6)
2001 Baltimore Avenue, 45225; (513) 363-1200

Midway School (Preschool-6)
3156 Glenmore Avenue, 45211; (513) 363-3500

Mt. Airy School (Preschool-6)
5730 Colerain Avenue, 45239; (513) 363-3700

Mt. Washington School (Preschool-6)
1730 Mears Avenue, 45230; (513) 363-3800

North Avondale Montessori School (Preschool-6)
615 Clinton Springs Avenue, 45229; (513) 363-3900

Oyler School (Preschool-12)
2121 Hatmaker Street, 45204; (513) 363-4100

John P. Parker School (Preschool-6)
5051 Anderson Place, 45227; (513) 363-2900
Schools - Elementary (cont.)

Parker Woods Montessori School (Preschool-6)
4370 Beech Hill Lane, 45223; (513) 363-6200

Pleasant Hill Academy (Preschool-6)
1350 W. North Bend Road, 45224; (513) 363-4300

Pleasant Ridge Montessori School (Preschool-6)
5945 Montgomery Road, 45213; (513) 363-4400

Rees E. Price Academy (Preschool-6)
1228 Considine Avenue, 45204; (513) 363-6000

Rising Stars - Aiken (Preschool)
5641 Belmont Avenue, 45224; (513) 363-6822

Rising Stars - Carthage (Preschool)
125 W. North Bend Road, 45216; (513) 363-1100

Rising Stars – Ezzard Charles (Preschool)
425 Ezzard Charles Drive, 45203; (513) 363-1500

Rising Stars - Vine (Preschool)
2120 Vine Street, 45210; (513) 363-6500

Riverview East Academy (Preschool-12)
3555 Kellogg Avenue, 45226; (513) 363-3400

Roberts Academy (Preschool-8)
1702 Grand Avenue, 45214; (513) 363-4600

Rockdale Academy (Preschool-6)
335 Rockdale Avenue, 45229; (513) 363-4700

Roll Hill School (Preschool-6)
2411 Baltimore Avenue, 45225; (513) 363-4000

Roselawn Condon School (Preschool-8)
1594 Summit Road, 45237; (513) 363-4800

Rothenberg Preparatory Academy (Preschool-6)
241 E. Clifton Avenue, 45202; (513) 363-5700

Sands Montessori School (Preschool-6)
6421 Corbly Street, 45230; (513) 363-5000

Sayler Park School (Preschool-8)
6700 Home City Avenue, 45233; (513) 363-5100

School for Creative and Performing Arts (SCPA) (K-12)
108 W. Central Parkway, 45202; (513) 363-8000

Silverton Academy (Preschool-6)
7451 Montgomery Road, 45236; (513) 363-5400

South Avondale School (Preschool-6)
636 Prospect Place, 45229; (513) 363-5500

Spencer Center for Gifted and Exceptional Students
(3-11)
2825 Alms Place, 45206; (513) 363-5800

William H. Taft School (Preschool-6)
270 Southern Avenue, 45219; (513) 363-5600

Ethel M. Taylor Academy (Preschool-6)
1930 Fricke Road, 45225; (513) 363-3600

Westwood School (K-6)
2981 Montana Avenue, 45211; (513) 363-5900

Winton Hills Academy (Preschool-6)
5300 Winneste Avenue, 45232; (513) 363-6300

Woodford Academy (Preschool-6)
3716 Woodford Road, 45213; (513) 363-6400
## Schools - Secondary

- **Aiken High School (7-12)**
  5641 Belmont Avenue, 45224; (513) 363-6700

- **Cincinnati Digital Academy (K-12)**
  425 Ezzard Charles Drive, 45203; (513) 363-2040

- **Clark Montessori High School (7-12)**
  3030 Erie Avenue, 45208; (513) 363-7100

- **Gilbert A. Dater High School (7-12)**
  2146 Ferguson Road, 45238; (513) 363-7200

- **James N. Gamble Montessori High School (7-12)**
  3036 Werk Road, 45211; (513) 363-2600

- **Hughes STEM High School (7-12)**
  2515 Clifton Avenue, 45219; (513) 363-7400

- **Lighthouse School (7-12)**
  6100 Desmond Street, 45227
  (Entry based on recommendation of CPS' Department of Student Services)

- **Oyler School (Preschool-12)**
  2121 Hatmaker Street, 45204; (513) 363-4100

- **Riverview East Academy (Preschool-12)**
  3555 Kellogg Avenue, 45226; (513) 363-3400

- **School for Creative and Performing Arts (SCPA) (K-12)**
  108 W. Central Parkway, 45202; (513) 363-8000

- **Shroder High School (7-12)**
  5030 Duck Creek Road, 45227; (513) 363-6900

- **Spencer Center for Gifted and Exceptional Students (3-11)**
  2825 Alms Place, 45206; (513) 363-5800

- **Robert A. Taft Information Technology High School (7-12)**
  420 Ezzard Charles Drive, 45214; (513) 363-8200

- **Virtual High School (9-12)**
  425 Ezzard Charles Drive, 45203; (513) 363-2060

- **Walnut Hills High School (7-12)**
  3250 Victory Parkway, 45207; (513) 363-8400

- **Western Hills University High School (7-12)**
  2144 Ferguson Road, 45238; (513) 363-8900

- **Withrow University High School (7-12)**
  2488 Madison Road, 45208; (513) 363-9200

- **Woodward Career Technical High School (7-12)**
  7005 Reading Road, 45237; (513) 363-9300

## Schools - Satellite

- **Promise Center**
  Jacobs Center, 5425 Winton Ridge Lane, 45232; (513) 363-2400

- **Hospital/Satellite Program Office (K-12)**
  5425 Winton Ridge Lane, 45232; (513) 363-2441

- **Juvenile Detention Center (9-12)**
  2020 Auburn Ave, 45219; (513) 946-2680
The Cincinnati Public School District provides equal educational, vocational, and employment opportunities for all people without regard to race, gender, ethnicity, color, age, disability, religion, national origin, creed, sexual orientation, or affiliation with a union or professional organization, and provides equal access to the Boy Scouts and other designated youth groups. The district is in compliance with Title VI, Title IX and Section 504 of the Vocational Rehabilitation Act. For additional information, contact the Title IX Coordinator or Section 504 Student Coordinator at (513) 363-0000. TDD# (513) 363-0124.