Cincinnati Public Schools — 2017-18

Character and Support Guide
Code of Conduct K-12
Dear CPS Families,

Welcome and thank you for choosing Cincinnati Public Schools!

At CPS we deeply believe that each student is unique and important. Our staff work purposefully toward creating highly engaging learning environments in which every child, every day, engages in an ideal balance between rigorous and relevant learning opportunities, and, at the same time, enjoys the focused concern of caring adults.

This Board-adopted Character and Support Guide - Code of Conduct is designed to help our families, students, staff, partners, volunteers, and neighbors understand how we can work together to build safe, supportive, and equitable learning environments, which encourage personal responsibility, commitment to one another and a communitywide partnership. In doing so, we will ensure every student can thrive in school and be prepared for a wide range of pathways and choices in the world beyond CPS.

Together, we can reach our vision of CPS as a community that ensures equitable access to a world-class education, unleashing the potential of every student.

We look forward to working with you in our mission of educating all students with rigor and care in a culture of excellence to develop engaged citizens who are prepared for life.

Sincerely,
Cincinnati Public Schools Board of Education

* 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.

* Throughout this Guide, you’ll notice items marked with an asterisk; go to page 27 to find QR codes/links to more information about these items.
Superintendent’s Message

Dear CPS Families,

It is an honor to be appointed the new Superintendent of Cincinnati Public Schools. I want to ensure that all of our students have opportunities to create good lives, earn decent livings and contribute to our society in meaningful ways. And, that starts right here in our schools.

We are dedicated to giving our students and staff places to learn and work that are safe, orderly and culturally respectful. We also want to provide our students with the supports they need to stay in school and continue to learn and mature. This Character and Support Guide – Code of Conduct outlines the range of supports we offer to create an atmosphere of mutual respect and problem-solving among all students and staff at every school.

The Guide/Code is aligned with our district’s Positive School Culture Plan, a best-practice model that aims to prevent problems by giving students clear expectations of how to behave. Each school adopts its own Positive School Culture Plan, using Positive Behavior Intervention and Supports that reinforce good behavior. The removal of a child from school is an option of last resort. See pages 6-8 for more information.

Please take some time to read this important document and discuss it with your children. We all share the responsibility of helping our young people stay in school so they can benefit from the many learning opportunities offered each day.

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

Yours Truly,

Laura Mitchell
Superintendent
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CPS Highlights

At CPS, We’re Proud of Our …

* **My Tomorrow initiative**, which is strengthening the focus in our high schools on graduating students who are well prepared for college, careers and life; setting higher expectations so our students meet more rigorous learning standards and can compete for increasingly demanding jobs; and teaching our young people the vital critical-thinking, problem-solving and technology skills needed to succeed.

* **Vision 2020**, which is enhancing our neighborhood elementary schools with curriculum programs that fit with a community’s interests and priorities, such as arts and culture, environmental science, student enterprise, high-technology, gifted, and dual language.

* **Nationally known and applauded specialty high schools** — Walnut Hills High School, consistently ranked the No. 1 high school in Ohio and among the top 100 public high schools in America; the **School for Creative and Performing Arts (SCPA)**, offering preprofessional arts-training programs in creative writing, dance, drama, music (instrumental and vocal), technical theater and visual arts; and **Clark Montessori High School**, the nation’s first public Montessori high school and a consistent high academic performer.

* **Our well-rounded extracurricular activities** — Academic Teams to Wrestling — and $19 million in upgrades to athletic facilities; shining example: Withrow High School’s Girls track and field team, State Champions 2015, 2016 and 2017 — only CPS school to win three in a row.

* **Our modern schoolhouses**, built new or fully renovated since 2005; 22 built to LEED standards (Leadership in Energy and Environmental Design) — the largest number of LEED-certified schools in Ohio.

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**What’s Expected of Students and Examples of Good Behavior**

1. **Be Safe**
   - Examples: Obey school rules and laws regarding use of alcohol, tobacco and drugs.
   - Choose peer groups that demonstrate safe, respectful and responsible behavior.
   - Obey the laws of the school and community.

2. **Be Respectful**
   - Examples: Be respectful to all adults and peers. Listen to and follow the directions of school staff.
   - Be respectful toward property. Take care of school materials.
   - Demonstrate positive social skills.
   - Use polite words. (Please, thank you, you are welcome…)
   - Resolve conflicts in a positive manner.

3. **Be Responsible**
   - Examples: Bring or request needed materials.
   - Complete work on time.
Summary of CPS’ Policy on Student Behavior

All students have the right to learn, and no student has the right to disrupt the learning activities of others. Each year, the Cincinnati Board of Education adopts a districtwide policy to provide guidelines for the teaching and implementation of expected behaviors.

**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.**

This district *Character and Support Guide – Code of Conduct* provides definitions of behavior infractions. Some definitions include examples. These examples are not intended to be exhaustive lists; that is, the behaviors covered by the definitions include, but are not limited to, the examples given. In addition to the districtwide Code, each school develops its own school-behavior plan. This plan includes activities for teaching and encouraging expected behaviors. Each school communicates its school-behavior plan to its parents/guardians and students — including strategies for teaching and reinforcing behavior, and strategies for providing consequences for both positive and negative behavior.

Parents and guardians should understand the school-behavior plan at their children’s schools. The safety and security of all schoolchildren are our highest priorities, and we are committed to providing a safe learning environment. Parents and guardians who have questions or concerns should contact the school’s principal.

Our intention is to provide corrective instruction to students who fail to meet behavioral expectations.
Getting Help

Harassment, Intimidation, Bullying
Cincinnati Public Schools strives to maintain safe and supportive learning and working environments for all students and staff. In support of this effort, CPS prohibits bullying, harassment and intimidation by any student or school 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).”

Disciplinary action will be taken against any student who performs prohibited actions.

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.
- Calmly tell the bully to stop, if you feel comfortable doing so.
- 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.

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 the nearest teacher or staff member, or talk to the principal or assistant principal.
- Talk to someone who can help the student learn 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.
Getting Help (cont.)

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 with personal problems and can lead students to other resources.

Academic Problems
For help with academic problems, the student 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.

*Athletics/Extracurricular Activities

Sportsmanship
Cincinnati Public Schools encourages good sportsmanship 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.
* Positive School Culture Plan — A Positive Approach to Student Discipline

The goal of the Cincinnati Public Schools Character and 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 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, based on the district’s Positive School Culture Plan. The Plan is a proactive approach that attempts to head off behavior problems before they occur with the goal of teaching students desired behaviors for school, classrooms and large group settings by acknowledging good behavior instead of only punishing inappropriate behavior.

CPS’ administration believes the solution to problem behavior is not to expel or suspend most students who misbehave but to collaborate with schools to infuse a culture and climate where individual students feel valued, cared for and respected. Such an atmosphere has been proven to decrease discipline problems and increase academic achievement.

CPS has moved away from putting students out of school “to the streets” for misbehavior deemed worthy of suspension or expulsion. A key component of CPS’ Positive School Culture Plan are two programs for students in grades 4-12: *Alternative to Suspension (A2S) and *Alternative to Expulsion (A2E). Both programs provide academic instruction — along with counseling and social-skills instruction — at an off-campus site.
Positive School Culture

A school practicing Positive School Culture can be recognized by the mutual respect shown among all staff and students, aimed at creating a school that maximizes learning and minimizes problem behavior.

**Purpose of Positive School Culture Plans:**

- To create an environment where teaching and learning can prosper
- To promote character development to enable students to make meaningful contributions to the community
- To provide an alternative to suspension and expulsion
- To involve families and the community in creating safe and effective learning environments
- To address the needs of students with behavior problems

Restorative Practices

Cincinnati Public Schools implements a restorative approach to discipline to create a learning environment where students are held accountable for their actions and words. Restorative practices consist of positive interventions to correct discipline, particularly for Category I and Category II offenses.

In addition to encouraging improved behavior, Restorative Practices promote

- Self-accountability and reflection of misbehavior
- Conflict resolution among students
- Development of a teacher and student relationship
- Reduction of poor behavior

Restorative Practices vary based on a student’s behavior concerns and needs. The best results are achieved when students willingly engage in the interventions.

**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 (pages 15-17), with the exemption of assignments to alternative programs.
Positive Behavior Intervention and Supports (PBIS)

The building blocks of the Positive School Culture Plan are Positive Behavior Intervention and Supports (PBIS), a data-driven, prevention-focused approach for meeting the behavioral needs of all students. This PBIS framework is part of CPS’ Pyramid of Interventions, a proven step-by-step process that uses both prevention and intervention techniques to meet the needs of the whole child.

A child is given as much support as needed, receiving everything offered in the Pyramid’s Tier 1 before moving into Tiers 2 and 3.

*Pyramid of Interventions

The PBIS consists of three tiers of intervention: Schoolwide, Targeted and Intensive.

**Tier 1: Schoolwide**

Strong schoolwide instruction — the largest tier — leads to success behaviorally for 80-90 percent of students. Each CPS school has a PBIS Team, which includes the principal, school psychologists and lead teachers, to create schoolwide expectations guided by the Code of Conduct.

- Tier 1 emphasizes positive reinforcement, and rewards and acknowledgement for good behavior, such as a school store where students’ good behavior earns them shopping privileges.

**Tier 2: Targeted**

This middle tier provides additional support and strategies for helping students who struggle despite schoolwide instruction, about 5 to 10 percent of students.

- Tier 2 uses small group settings to reteach students social skills and developmental skills.
- A strategy could include daily check-ins with a trusted adult at school, for encouragement and re-enforcement of expected behavior.

**Tier 3: Intensive**

This smallest tier is needed by about 1 to 5 percent of students. Strategies are designed to meet the needs of individual students, including referral to mental health partners.
Community Learning Centers Link Schools to Their Communities So Both Prosper

Schools and the communities they serve are closely linked. Seldom does one succeed without the success of the other.

So when, more than a decade ago, Cincinnati Public Schools set out to rebuild and renovate its school buildings, it was with the intent of redesigning schoolhouses to serve both students and the community — creating places where students learn and achieve, and the community feels at home. From that vision grew CPS’ Community Learning Centers (CLC).

A CLC is a school that serves as a community hub, utilizing school space during extended hours, on weekends and during the summer to provide additional academic support, health resources, social services, arts programming, and civic and cultural opportunities to students, their families and the community.

Attendance

Research shows that students who have good school attendance perform better academically. Students who participate in daily classroom activities have an advantage because each day’s lessons are built on lessons from previous days.

Parents can encourage good attendance by

- Emphasizing the importance of attending classes every school day, making it a goal to miss as little school as possible.
- Doing what it takes to assure that your child regularly 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 your child starts missing classes.
- Arranging family vacations during school holidays as much as possible.

* Board Policy No. 5200 outlines when students may be excused from school.
‘Vision 2020: My Tomorrow’ Prepares Students for Success in Today’s World

Cincinnati Public Schools’ Vision 2020: My Tomorrow plan is a bold vision for education that is reimagining our schools to better prepare our students for their futures.

The 2017-18 school year marks My Tomorrow’s fourth year, with expanded grade levels and programs that support our students so they will graduate ready for college and the workforce.

Linked to My Tomorrow, a new comprehensive improvement plan called Vision 2020 was launched in 2016. It is designed to bring greater equity, access and opportunity for all students to attend great schools.

My Tomorrow envisions that 100 percent of CPS’ seventh-graders will graduate within six years prepared to actively pursue their chosen career paths. My Tomorrow combines high expectations, technology and mentoring to ensure that all our students know where they want to go in life and how to get there.

Academic subjects such as reading, math, science and social studies still are a priority. But to be successful, our students also must know how to work with others, how to communicate and problem solve, and how to use the latest technology.

Under the My Tomorrow umbrella, students learn from more meaningful, real-world school experiences that broaden their horizons, expose them to business expectations, offer job shadowing and internship opportunities, and prepare them for the interdisciplinary nature of the workforce.

Technology-rich classrooms provide students with access to a variety of devices (including iPads, tablets and digital cameras), software and other digital tools. Lesson plans focus on skills students need to master so they can be successful in a knowledge-based economy — including creativity, critical thinking, responsible decision-making and collaboration.

Two strong pieces of the My Tomorrow plan are the Advisory Teams and Guidance classes, which foster student-to-teacher connections, build social skills and self-confidence, and devote time to academic and career planning. Advisory Teams and Guidance classes meet at least once a week to focus on individual student’s needs, dreams and plans.

▲ Advisory Teams — All students, Grades 3-9 — Small groups of students and a teacher meet to talk about roadblocks and needs; it’s serious, but fun, too. Advisory Teams help students build academic and social skills by fostering relationships, strengthening listening skills, and building trust.

▲ Guidance — All students, Grades 10-12 — Each student’s focus is narrowed to post-high school plans. Students get first-hand experiences with the careers that interest them, and explore financial literacy, such as the cost of college or trade school, how to pay for schooling and how much they can expect to earn in different careers.
Cincinnati Public Schools

Code of Conduct 2017-18

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.

Updated annually, 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.

This Code of Conduct and CPS’ discipline procedures are based on Ohio law.

Students and parents/guardians should read and understand this Code of Conduct to help prevent behavioral problems that will result in disciplinary action.

Questions or concerns about this Code of Conduct? Contact the school’s principal or the CPS Customer Help 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 and parked on school property

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, including searching calls, e-mails, contacts, texts, and other communications or Internet access.
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 any others involved to allow them to explain 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 an alternative program. (See CPS Alternative Programs below.)

▲ Actions Families Can Take

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 Alternative to Suspension (A2S) by writing a letter or email to the district’s Hearing Officer stating the reason for the appeal.

3. Appeal an assignment to Alternative to Expulsion (A2E) 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 the responsible school supervisor, who will make final decisions on expulsion appeals.

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 Hearing Officer Wayne Lane: laneway@cps-k12.org. Or, mail or deliver an appeal letter to the Hearing Officer at the CPS Jacobs Center (site of the A2S/A2E programs), 5425 Winton Ridge Lane, Cincinnati, OH 45232 (Winton Terrace).

A response will be sent via letter or e-mail within 72 hours.

▲ CPS Alternative Programs

Cincinnati Public Schools provides alternative programs in lieu of out-of-school suspension and out-of-school expulsion. The alternative programs are called Alternative to Suspension (A2S) and Alternative to Expulsion (A2E).

Life Coaches work with students who are assigned to the Alternative to Suspension (A2S) and Alternative to Expulsion (A2E) programs.

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.

(Continued)
A2S and A2E Assignments for Students with Disabilities

All federal and state laws, Board policies and administrative procedures must be followed in recommending assignments to A2S or to A2E for students with disabilities on Individual Education Plans (IEPs) or Section 504 Plans.

Alternative to Suspension (A2S)

Cincinnati Public Schools’ Alternative to Suspension (A2S) 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.

Assignment to the Alternative to Suspension (A2S) Program

If a student is assigned to the A2S program, 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 A2S.
2. The student will be given a letter explaining the assignment to A2S 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 A2S, the offense(s) the student committed and providing information about the appeal process.
4. The student will begin at A2S on the date assigned.

Alternative to Expulsion (A2E)

Assignment to the Alternative to Expulsion (A2E) Program

If a student is involved in a Category II or Category III offense with a recommendation to the A2E program, the following will occur:

1. The student will be placed in the Alternative to Suspension (A2S) program while awaiting an expulsion hearing. (See A2S program No. 1-4, above.)
2. The student will be given a letter explaining the offense and the assignment to the Alternative to Suspension (A2S) program. The letter will include the date a Hearing Officer will hold the expulsion 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 expulsion 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 A2E 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.

—a 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.
Emergency Removal from School (cont.)

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.

- Emergency removal can last no longer than three school days for each incident.
- The removal can be for a shorter time. The student will return to school after a scheduled meeting is completed with the family, the principal and the referring staff member. A face-to-face meeting is preferred, but a telephone conference is allowed if necessary.
- The emergency removal ends and the student returns to school after three school days.

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.
## Corrective Strategies for Category I Offenses

<table>
<thead>
<tr>
<th>Districtwide Expectations</th>
<th>Expected Behavior</th>
<th>Infractions of Expectations</th>
<th>Choices to Address Student Infractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s Expected of Students</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.*</td>
</tr>
</tbody>
</table>

### BE SAFE
- Stay in assigned area.
- Obey laws regarding smoking for minors.
- Trespassing
- Tobacco/Smoking
- Restorative Practices
- 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
- Require the student to complete a community service task
- 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
- Detention, during which the student completes work
- In-school suspension time, during which school work is completed
- Time in an Alternative to Suspension program while support plans are developed
- File charges if law is broken
- Restitution

### BE RESPECTFUL
- Follow directions.
- Obey classroom rules.
- Disobedience
- Disruptive Behavior
- Inappropriate Communication

### BE RESPONSIBLE
- Tell the truth.
- Do your work.
- Cheating
- Gambling
- Fraud/False Identification
- Electronic Communication Devices

* Selections from this list will be made by school officials in a least-restrictive and progressive manner.*
## Corrective Strategies for Category II Offenses

<table>
<thead>
<tr>
<th>Districtwide Expectations</th>
<th>Expected Behavior</th>
<th>Infractions of Expectations</th>
<th>Choices to Address Student Infractions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What’s Expected of Students</td>
<td>What Students Should Do</td>
<td>Fighting</td>
</tr>
</tbody>
</table>

### BE SAFE
- Solve problems peacefully.
- Keep hands and feet to yourself.

### BE RESPECTFUL
- Use polite words.
- Consider the feelings of others.

### BE RESPONSIBLE
- Ask before borrowing.
- Take care of school property.

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

**OFFENSES IN CATEGORY II REQUIRE A MANDATORY OFFICE REFERRAL.**
## Corrective Strategies for Category III Offenses

<table>
<thead>
<tr>
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<th>Expected Behavior</th>
<th>Infractions of Expectations</th>
<th>Choices to Address Student Infractions</th>
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<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** | • 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 | • Conference with student  
• Create a behavior contract  
• Re-teach  
• Require the student to complete a community service project  
• Have the 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  
• Arrange 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 restitution  
• Time in an Alternative to Suspension or Expulsion program while support plans are developed  
• Possible 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 | |
| **BE RESPONSIBLE** | • Choose the right time to celebrate.  
• Stay out of other people’s property.  
• Obey the laws of the school and neighborhood community. | • Robbery  
• Breaking and Entering  
• False Fire Alarms or Bomb Reports/ Tampering with Fire Alarm System | |

* 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.**
Definition of Terms for Category I Offenses*

Students will receive consequences and corrective instruction when they commit, attempt to commit, aid or abet the commission of, conspire to commit, or participate in any manner even if not completed in any of the offenses designated in this section.

In most instances, Category I infractions will be 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, and students may be referred to an administrator. When there is a high incidence of Category I offenses in a specific setting, administrators will provide, or arrange for, consultation and support to teachers, students or parents/caregivers to assist with creating positive behavior in that setting.

Disobedience

Students are expected to do what school adults tell them to do. School adults include administrators, teachers, Instructional Assistants (IAs) and Paraprofessionals, secretaries, security personnel, custodians, bus drivers, lunchroom workers, and school volunteers, etc. Students must not argue with adults. If students do not obey the instructions and/or directions a school adult gives them, the behavior will be considered disobedient.

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.

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.

Fraud/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.

*A Category I Offense could be upgraded to a Category II or Category III Offense, depending on the circumstances.

(Continued)
Category I Offenses (cont.)

Trespassing
Students must stay in designated areas of the school to which they have been assigned. Students must have permission from a building administrator, or be escorted by a parent/caregiver or emergency contact person, to enter a building other than their own. Students must not return to any school while assigned to the Alternative programs, 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.

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
(A school’s Positive School Culture Committee may choose to develop a specific plan related to the authorized use of electronic devices.)
Electronic communication devices must be turned off during school hours. Electronic devices may be brought to school only in accordance with the school’s policy.

Cheating
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.
Definition of Terms
for Category II Offenses*

Students who commit, attempt to commit, aid or abet the commission of, conspire to commit, or participate in any manner even if not completed in the commission of any of the offenses designated in this section will be required to participate in activities designed to prevent repetition of the offenses. Teachers or supervising adults may choose corrective strategies for Category II infractions including, but not limited to, referral to school administrators. Students may be recommended for alternative program placement for chronic and/or aggravated offenses of 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.

**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.

**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.

**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.

**Violent 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.

*A Category II Offense could be upgraded to a Category III Offense, depending on the circumstances.*

(Continued)
Category II Offenses (cont.)

**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**
Student 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 or in writing, their private body parts or those of another person. Included in sexual misconduct are actions involving touching of a sexual nature, with or without consent of the other party.

**Bullying — Harassment — Intimidation — Sexting**
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 or sexual orientation. Appropriate discussions of these issues, in the classroom or other school settings, are encouraged.

Bullying, harassment, intimidation or sexting means any 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

**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.
Definition of Terms for Category III Offenses

A limited number of offenses constitute the basis for referral of a student to the Alternative to Expulsion (A2E) program. The principal, finding a student has committed, attempted to commit, aided or abetted the commission of, conspired to commit, or participated in any manner even if not completed in the commission of any of the following offenses will submit a recommendation to the Superintendent that the student be referred to the Alternative to Expulsion program. The principal will immediately notify CPS’ Security when a criminal offense in this category is committed.

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 9-12, 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.

Physical Assault

Students must get help when needed to solve problems nonviolently. Students must not physically attack another person. Unprovoked hitting, kicking, shoving or otherwise causing physical pain or harm to another outside the context of a mutual conflict is considered physical assault.

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 an Alternative to Expulsion program for up to one year. A student may be expelled for up to one calendar 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.

(Continued)
Category III Offenses (cont.)

Dangerous Weapons (cont.)

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 a weapon.

Firearms

Students must not possess, handle or transmit, conceal or use a firearm. Students violating the firearms prohibition must be expelled in accordance with State and Federal law (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 a fire alarm at any time unless there is an emergency. Destroying or damaging a fire alarm is prohibited. Students must not make bomb threats, either written or verbal, against any school building. Tampering with the fire alarm means setting off the squeal alarm or the actual alarm when there is not an emergency.

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.

Robbery

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.

(Continued)
Category III Offenses (cont.)

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 a person do anything he or she does 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 create, set off, 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

Customer Help Center - 2651 Burnet Avenue, 45219; (513) 363-0123

CPS’ Main Number - Ronan Education Center - 2651 Burnet Avenue, 45219; (513) 363-0000

Board of Education – (513) 363-0040

Early Childhood (Preschool) – (513) 363-0240

Food Services – (513) 363-0800

Project Connect – Services for Homeless Families – (513) 363-3200

Public Affairs – (513) 363-0020

Student Affairs – Discipline
    Alternative to Suspension – A2S
    Alternative to Expulsion – A2E

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

Student Services – Students with Disabilities – (513) 363-0280

Transportation – (513) 363-0330

Schools - Elementary

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

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

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 – K)
2120 Vine Street, 45210; (513) 363-6500

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, 45228; (513) 363-0900

Douglass (Frederick) 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

Hartwell School (Preschool-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 - 3)
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-6)
1212 Hatmaker Street, 45204; (513) 363-4100

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

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

Price (Rees E.) Academy (Preschool-6)
1228 Considine Avenue, 45204; (513) 363-6000
Rising Stars Academy - Glenmore (Preschool)
3420 Glenmore Avenue, 45211; (513) 389-0301

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

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

Rising Stars Academy - Westwood (Preschool)
3011 Harrison Avenue, 45211; (513) 363-6500

Riverview East Academy (K-12)
355 Kellogg Avenue, 45226; (513) 363-3400

Roberts Paideia 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 Paideia 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 (3-8)
2825 Alms Place, 45206; (513) 363-5800

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

Taylor (Ethel M.) Academy (Preschool-6)
1930 Frickle Road, 45229; (513) 363-3600

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

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

Woodford Paideia Academy (Preschool-6)
3716 Woodford Road, 45213; (513) 363-6400

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

Carpe Diem Charter School - Aiken Campus (7-12)
5641 Belmont Avenue, 45224; (513) 783-1025

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

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

Gamble (James N.) Montessori High School (7-12)
2700 Felicity Place, 45211; (513) 363-2600

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

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

Riverview East Academy (K-12)
355 Kellogg Avenue, 45226; (513) 363-3400

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

Taft (Robert A.) 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

Alternative to Suspension – A2S
Alternative to Expulsion – A2E
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

STEP/ Work Resource Center (WRC) (9-12)
5425 Winton Ridge Lane, 45232; (513) 363-2441

How to Reach Us
For more information, visit CPS’ website (cps-k12.org) at the following links:

**Alternative to Suspension** — https://www.cps-k12.org/schools/policies-guidelines/discipline/a2s

**Alternative to Expulsion** — https://www.cps-k12.org/schools/policies-guidelines/discipline/a2e

**Athletics/Extracurricular Activities** — https://www.cps-k12.org/schools/athletics

**Board Policy No. 5200 — Attendance** — https://www.cps-k12.org/about-cps/board-of-education/board-policies

**Board Policy No. 5517.01 — Bullying and Other Forms of Aggressive Behavior** — https://www.cps-k12.org/about-cps/board-of-education/board-policies

**Board Policy No. 5610 — Removal, Suspension, Expulsion, and Permanent Exclusion of Students** — https://www.cps-k12.org/about-cps/board-of-education/board-policies

**Bullying, Sexting** — https://www.cps-k12.org/schools/policies-guidelines/bullying-sexting

**Code of Conduct** — https://www.cps-k12.org/schools/policies-guidelines/discipline/code-of-conduct

**Community Learning Centers** — https://www.cps-k12.org/community/clc

**CPS High Schools** — https://www.cps-k12.org/schools/high-schools

**Modern Schoolhouses** — https://www.cps-k12.org/about-cps/about-the-district/facilities-master-plan/fmp-progress

**Positive School Culture** — https://www.cps-k12.org/schools/policies-guidelines/discipline

**Pyramid of Interventions** — https://www.cps-k12.org/schools/policies-guidelines/pyramid-of-intervention

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.