CINCINNATI PUBLIC SCHOOLS

PREK-12 STUDENT SUPPORT GUIDE

2026-2027

CODE OF CONDUCT

June 2026

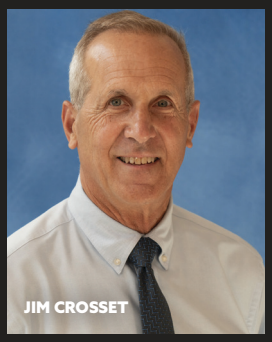
BOARD OF EDUCATION

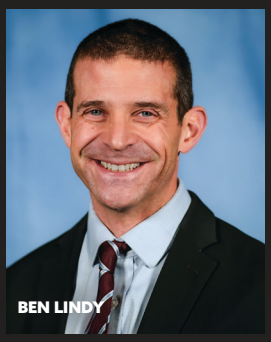
BRANDON CRAIG
PRESIDENT

KAREEM MONCREE-MOFFETT PHD *VICE PRESIDENT*

KARI ARMBRUSTER

EVE BOLTON


JIM CROSSET


BEN LINDY

KENDRA MAPP

Dear CPS Students and Families,

Welcome to Cincinnati Public Schools, where we believe each student is unique, valued and essential to our community. With a diverse array of educational opportunities, we are confident that your family will find the right fit to thrive in our District. Our dedicated educators and staff work purposefully and intentionally to create dynamic learning environments where each student benefits from relevant learning opportunities and the support of caring adults.

This Board-adopted Student Support Guide – Code of Conduct serves a vital resource for families, students, teachers, partners, volunteers and neighbors to understand how we can work together to build safe, successful and supportive schools while promoting personal responsibility, meaningful relationships and civic awareness.

Guided by our mission to provide high-quality learning and equitable opportunities, the Board is committed to ensuring access to a world-class education where every student has the opportunity to thrive.

Together, we will shape a bright future of our region, empowering every student to succeed.

Sincerely,

Cincinnati Public Schools
Board of Education

Board Policy No. 2255: Equity and Excellence in Education

Board Policy No. 2256: Anti-Racism

Dear CPS Families,

At Cincinnati Public Schools, we are committed to the physical and social-emotional well-being of our students, staff and partners, ensuring high-quality learning in a safe and inclusive environment that develops engaged citizens.

This Student Support Guide - Code of Conduct outlines the various supports CPS offers to uphold an environment 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 behavioral expectations, and our Strategic Plan to emphasize restorative practices. CPS aims to create a learning environment where students are held accountable for their words and actions and also coached to make improvements in their behavior. Within our plan, we offer a comprehensive range of services to support our students in reaching their full potential.

We encourage you to take a moment to review this important document with your children. If you have any questions or concerns about the Student Support Guide - Code of Conduct, or the support CPS offers, please contact your child's principal or CPS's Customer Care Center at 513-363-0123.

Educationally yours,

Shauna Murphy
Superintendent
Cincinnati Public Schools

WELCOME TO THE 2026-2027 SCHOOL YEAR

TABLE OF CONTENTS

STUDENT SUPPORT GUIDE

WELCOME TO THE 2026-2027 SCHOOL YEAR 3
POSITIVE SCHOOL CULTURE 4
RESTORATIVE PRACTICES 5
GETTING HELP - BULLYING, HARASSMENT AND INTIMIDATION 5
DRESS CODE 7
CPS TECHNOLOGY ACCEPTABLE USE POLICY 7
BUS EXPECTATIONS 7
GRADUATION REQUIREMENTS 7

CODE OF CONDUCT

INTRODUCTION TO THE CODE OF CONDUCT 8
SEARCHES OF STUDENTS AND PROPERTY 8
KEEPING STUDENTS IN SCHOOL AND ENGAGED IN LEARNING 9
MITIGATING FACTORS 11
CATEGORY I OFFENSES 12
CATEGORY II OFFENSES 14
CATEGORY III OFFENSES 18

PARENT RESOURCES

SUPPORT SERVICES FOR STUDENTS 22
COMMUNITY LEARNING CENTERS 22
SCHOOL SAFETY 23
ATTENDANCE 24
ATHLETICS AND EXTRACURRICULARS 24
SCHOOL LIST 25
PARENT/GUARDIAN ACKNOWLEDGEMENT 27

POSITIVE SCHOOL CULTURE

A SUPPORTIVE APPROACH TO STUDENT DISCIPLINE

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 approaches 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). Out of school consequences will be a consequence of last resort. Out-of-school suspension and expulsion are allowable, commensurate with Ohio law.

Attendance

Daily attendance is expected of all students at their school. CPS also expects parents and/or guardians to ensure their child is attending their enrolled school, or, as a result of discipline, their assigned Alternative Learning Center or the Promise Center.

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 helps 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 support and instruction to all students. This leads to behavioral success for 80-90 percent of students in each building. In order to create school wide expectations guided by the Code of Conduct, each CPS school has a PBIS Team, which includes an administrator, teachers, school psychologists, counselors, social workers, ALC facilitator, office staff, intervention specialists, early childhood staff and, when appropriate, students, families and community members.

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 creates a learning environment where students are held accountable for their actions and words and also coached to make improvements in their behavior. Restorative Practices are a specific set of proactive and responsive strategies for strengthening relationships/community and repairing harm when it is caused (See Code of Conduct, starting page 8).
In addition to encouraging improved behavior, Restorative Practices promote:

- Self-accountability and reflection of misbehavior
- Conflict resolution among students and between students and adults
- Building of social-emotional skills for use in future challenging situations
- Development of better, more effective teacher and student relationships

One of the basic premises of Restorative Practices is that "human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things WITH them, rather than to them or for them" (Wachtel, 2005). 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.

Promoting Rule Equity

Reducing the racial disparities 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.

Board Policy 2257- Hate Speech The Board declares that hate speech and identity-based harassment have no place in the Cincinnati Public Schools. The Board is committed to promoting harmonious relationships among students, preventing incidents of hate speech and hate-motivated behaviors to the extent possible, and addressing such incidents if they occur.

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 and include opportunities for repairing any harm caused. 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 a student is being bullied:

- Tell a teacher, the principal or a staff member such as school social worker, school psychologist, school counselor and caregiver about the incident.
- Calmly tell the bully to stop, or say nothing and walk away.
- Do not retaliate against the bullying student.

If a student sees someone being bullied:

- Tell a teacher, the principal or a staff member such as school social worker, school psychologist, school counselor about what you saw, or encourage the bullied student to tell.
- If 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.

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, principal, teacher, school counselor, school psychologists, school social worker, or other district field support staff at the schools; they are trained to offer help.
- Tell caregivers about the problem.
- Caregivers can contact a principal, teacher, school counselor, school psychologists, school social worker, or other district field support staff at the schools; they are trained to offer help.

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, school social worker, school psychologist or principal.
- Caregivers may want to join discussions with principals or school counselors.

CPS' ANTI-BULLYING PROGRAM A TOP PRIORITY

Cincinnati Public Schools addresses 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:
www.cps-k12.org/StudentSafety

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. Violations of the dress code will not result in academic consequences nor exclusionary consequences (i.e., ALC or out-of-school suspension).

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 and at the bus stop. Consequences are at the discretion of the school administrator.

BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
Invite others to sit with you. Use kind words. Help others.	Follow bus rules. Keep the bus clean. Take care of your personal belongings.	Use quiet voices. Stay seated and facing forward at all times. Keep hands, feet and objects to yourself and inside the bus.

GRADUATION REQUIREMENTS

Students in Ohio are required to meet the Ohio Department of Education graduation requirements which include earning a minimum of 20 credits in specific classes, show competency by passing state-required tests or choosing an alternative pathway and earn at least two Graduation Seals.

CPS students are required to:

FIRST

Cover the Basics

Earn a total of 20 credits and take your required tests.*

SECOND

Show Competency

Earn a passing score on Ohio's Algebra I and English II tests.*

If testing is not your strength, you will have four additional options to show competency.*

1 Demonstrate two career-focused activites: Foundations and Supporting
2. Enlist in the Military
3. Complete College Coursework
4. Earn ACT or SAT Remediation-free Test Score(s)

THIRD

Show Readiness

Earn two diploma seals, choosing those aligned with your goals.*

* More information about graduation requirements is available at **cps-k12.org/graduation**. Talk with your school counselor to make sure you stay on track to graduate.

2026 - 2027 CODE OF CONDUCT

INTRODUCTION TO THE CODE

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. To achieve this, CPS is committed to integrating Restorative Practices into districtwide practices, policies and procedures. 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 and Code of Conduct are predicated on the belief that schools should foster supportive environments that will engage our children in a process of learning while maintaining open, collaborative and inclusive communication practices with students and families.

This Code of Conduct applies to all CPS students in preschool 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 their way to and from school, including on yellow buses or vans, or Metro buses, that bring them to school, take them home and transport them to school-related activities. Student expectations 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 caregivers 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.

KEEPING STUDENTS IN SCHOOL AND ENGAGED IN LEARNING

What Families Can Expect

Steps Following Student Misbehavior

If the principal finds that a student has engaged in a behavioral infraction, the principal or another school administrator will:

1. Investigate the incident, including meeting with the student, teacher(s) 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

Caregivers and families serve as integral partners in the school's response to student misconduct. CPS educators will collaborate with parents/caregivers proactively to establish strong relationships and positive behavior supports. If school discipline becomes necessary, parents/caregivers are welcome and encouraged to participate 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 caregiver 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 Dr. O'dell Owens Center for Learning, (site of the Promise Center Program), 2825 Alms Place, Cincinnati, OH 45206 (Walnut Hills). **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.

The Promise Center provides an academic and social setting for students who engage in behavior or choices that warrant their removal from their home school. The program focus is designed to ensure that students continue their academic instruction while they are assisted in examining the behaviors that resulted in their placement at the Promise Center and building functionally equivalent replacement behaviors. In addition to meeting academic standards, students are expected to participate in activities that will help them to modify negative behaviors by demonstrating the following:

- Positive Decision Making
- Problem Solving
- Anger Management
- Positive Peer/Adult Relationships

Despite being removed from their home school, students will have the opportunity to continue their education while they examine the causes of their misconduct. The Promise Center's ultimate mission is to assist students to return to their home schools and become productive, positive members of their school communities. Finally, students will be coached to understand the connection and impact of their behavior to the learning community and community at large, and work on strategies to address any harm caused. The Promise Center is CPS' commitment to all students.

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 actions violate the district's Code of Conduct resulting in their removal from their home school for a brief time to focus on building their necessary skills to make better choices in the future as well as create a plan for their behavior.

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

- 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.
- The student will be given a letter explaining the assignment to the Promise Center that will include a description of the offense committed.
- 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.
- The student will begin at the Promise Center on the date assigned and is expected to attend daily.
- An adult family member is required to attend an orientation session with the Promise Center.
- The hearing with the district's due process officer will occur within 10 school days.

Promise Center Assignments for MORE than 10 Days

If a student is involved in a Category II or Category Ill 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. The hearing with the district's due process officer will occur within 10 school days.
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 provided by the school administrator 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 and most restorative 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.
7. An adult family member is required to attend an orientation session with the Promise Center.

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 or designated school staff and the student's family (caregiver or, if necessary, other emergency contacts). 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 to collaborate on a plan for preventing the behavior from occurring in the future, as well as repairing any harm that was caused.

In addition, a letter with the explanation and school re-entry 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.

A school re-entry meeting should be held on the day the student returns to school. The student and school officials or designated school staff should participate in this meeting. The student's family should also be invited to participate.

At the conclusion of the re-entry meeting, the school team will communicate the agreed-upon goals, expectations and support to the student's family, administration and appropriate staff.

These processes help individuals repair harm, rebuild relationships with their community (family or school), create a support plan and reduce future misconduct.

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 preschool to third grade must follow the Code of Conduct. Discipline for misbehavior will follow the Code's Corrective Strategies (See pages 12-13).

MITIGATING FACTORS

To maintain a safe, productive environment inside our schools and for all students, 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.

DEFINITIONS 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, school teams should review the District MTSS guidance for preventative and responsive strategies to promote positive learning behaviors.

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 school wide 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/Profanity (not directed towards anyone)

Students are expected to speak respectfully to others. Examples of inappropriate communication include putdowns, making fun of or negatively talking about someone or their family or using profane gestures. This includes written, electronic and verbal communication. Profanity should not be used, even if it is not directed towards anyone.

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, as referenced in Acceptable Use Policy (AUP).

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 Offense depending on the circumstances.*

Corrective Strategies for Category I Infractions

DISTRICTWIDE EXPECTATIONS What's Expected of Students	EXPECTED BEHAVIOR What Students Should Do	INFRACTIONS OF EXPECTATIONS What Students Should Not Do
BE SAFE	• Stay in assigned area	• Disruptive behavior • Out of bounds
BE RESPECTFUL	• Communicate respectfully • Follow directions • Obey classroom rules	• Disobedience • Inappropriate Communication
BE RESPONSIBLE	• Do your work • Tell the truth • Follow the district's cell phone usage policy.	• Academic Dishonesty • False Identification • Gambling • Misuse of Communication Devices

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

Corrective Strategies for Category I Infractions — Grades PreK - 12

In each instance, a restorative response should always be used whether or not another consequence is administered. The other consequences may be applied based on the nature of the infraction, the number of repeated infractions or a requirement to administer a certain consequence.

MENU OF RESTORATIVE RESPONSES: (These are not intended to be the only choices or sequential.)		MENU OF OTHER CONSEQUENCES: (These are not intended to be the only choices or sequential.)
• 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 within the school community • Have student choose a method of apologizing or making amends to those harmed or offended • Provide a reflective activity • Review the District MTSS guidance • Restorative circles	**Responses may include one of the consequences to the right as well. Some infractions necessitate administering one of the other consequences.**	• Loss of Privileges • Office referral for chronic Category I offenses • Detention, during which the student completes work* • Alternative Learning Center (ALC), during which school work is completed *Dependent on school building availability and model **CPS Board Policy No. 5610** prohibits out-of-school suspension or expulsion of students in preschool to third grade, except when required by law.

Support Practices for Return to the Classroom/School: Restorative circle/conference, explicitly reteach expected behavior, refer to intervention team, conference with student, arrange linkage with counseling agency, create home/school communication system, create regular check ins for a set period of time. (Note: This list is not meant to be the only choices or sequential.)

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. Considerations of mitigating factors and willingness to repair harm are to be taken into account when issuing consequences. Selections from the menus above will be made by school officials in the least-restrictive and progressive manner in alignment with the school's Positive Behavior Interventions and Supports Plan (PBIS).

DEFINITIONS 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. While Restorative Practices will be employed to the greatest extent possible, students may also 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 support 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 may not use language or communication that causes extreme offense to the school community verbally, electronically or by written words, photographs or drawings of direct profanity. Direct profanity to anyone in the school environment is not permitted. Students may not use profanity towards others. Students must not use disparaging language based on race, gender, religious beliefs, nationality, immigration status, disability, sexual orientation or gender identity or expression.

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.

Disorderly Conduct

Students must solve problems peacefully. Violence and threats of violence, with or without a weapon, disrupt the learning process. Disorderly conduct includes use of violence; threats of violence; non-intentional force or bodily harm against staff, students or property; which further includes: threats of physical attack; an intentional threat by word or action to do violence to another student or his/her property.

Damaging/Destruction/Misuse of Property

Students must be respectful and take care of school property. Students must not damage, break, destroy or intentionally 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, immigration status, 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: 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 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 19.)

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.

CORRECTIVE STRATEGIES
CATEGORY II OFFENSES

Corrective Strategies for Category II Infractions

DISTRICTWIDE EXPECTATIONS What's Expected of Students	EXPECTED BEHAVIOR What Students Should Do	INFRACTIONS OF EXPECTATIONS What Students Should Not Do
BE SAFE	• Keep hands and feet to yourself • Obey laws regarding smoking for minors • Respect others' opinions • Solve problems peacefully	• Disorderly Conduct • Fighting • Gang Activity • Leaving without Authorization • Present without Authorization • Tobacco/Smoking
BE RESPECTFUL	• Consider the feelings of others • Use polite words	• Bullying/Harassment/Intimidation • Depictions of Prohibited Conduct • Profanity or Obscenity • Sexual Misconduct
BE RESPONSIBLE	• Ask before borrowing • Take care of school property	• Counterfeit Currency • Damaging/Destruction of Property • Fireworks • Stealing/Possession of Stolen Property

*** 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 II Infractions — Grades PreK - 3

In each instance, a restorative response should always be used whether or not another consequence is administered. The other consequences, may be applied based on the nature of the infraction, the number of repeated infractions or a requirement to administer a certain consequence.

MENU OF RESTORATIVE RESPONSES:
(These are not intended to be the only choices or sequential.)

- Conference with student to determine disciplinary consequences
- Parent contact
- Written reflection
- Re-teach (may include role-play)
- Create a behavior contract
- Require the student to complete a community service task
- Have student choose a method of apologizing or making amends to those harmed or offended
- Repair of situation
- Refer to intervention team
- Arrange linkage with counseling agency
- Create a home/school communication system
- Require daily or weekly check-ins with administrator for a set period of time
- Identify a mentor and establish a schedule of activities related to school performance
- Check-in and check-out with restorative practices reflection

Responses may include one of the consequences to the right as well. Some infractions necessitate administering one of the other consequences.

MENU OF OTHER CONSEQUENCES:
(These are not intended to be the only choices or sequential.)

- Loss of Privileges
- Alternative Learning Center (ALC), during which school work is completed
- Detention, during which the student completes work*
- Removal for remainder of day

*Dependent on school building availability and model

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

Support Practices for Return to School: Restorative circle/conference, explicitly reteach expected behavior, refer to intervention team, conference with student, arrange linkage with counseling agency, create home/school communication system, create regular check-ins for a set period of time. *(Note: This list is not meant to be the only choices or sequential.*

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. Considerations of mitigating factors and willingness to repair harm are to be taken into account when issuing consequences. Selections from the menus above will be made by school officials in the least-restrictive and progressive manner in alignment with the school's Positive Behavior Interventions and Supports Plan (PBIS).

Corrective Strategies for Category II Infractions — Grades 4 - 12

In each instance, a restorative response should always be used. The other consequences may be applied based on the nature of the infraction, the number of repeated infractions or a requirement to administer a certain consequence.

MENU OF RESTORATIVE RESPONSES:
(These are not intended to be the only choices or sequential.)

- Conference with student to determine disciplinary consequences
- Parent contact
- Loss of privileges
- Written reflection
- Reteach (may include role-play)
- Create a behavior contract
- Require the student to complete a community service task
- Have student choose a method of apologizing or making amends to those harmed or offended
- Repair of situation
- Refer to intervention team
- Arrange linkage with counseling agency
- Create a home/school communication system
- Require daily or weekly check-ins with administrator for a set period of time
- Identify a mentor and establish a schedule of activities related to school performance
- Check-in and check-out with restorative practices reflection

Responses may include one of the consequences to the right as well. Some infractions necessitate administering one of the other consequences.

MENU OF OTHER CONSEQUENCES:
(These are not intended to be the only choices or sequential.)

- Detention**
- Alternative Learning Center (ALC), during which school work is completed
- Saturday School**
- Out-of-School Suspension
- Assignment to the Promise Center
- Recommendation for Expulsion*
- File charges if law is broken

* Recommendation for expulsion may be applied based on the nature of the infraction, multiple infractions or a requirement to administer a certain consequence.

**Dependent on school building availability and model.

Support Practices for Return to School: Restorative circle/conference, explicitly reteach expected behavior, refer to intervention team, conference with student, arrange linkage with counseling agency, create home/school communication system, create regular check-ins for a set period of time. *(Note: This list is not meant to be the only choices or sequential.)*

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. Considerations of mitigating factors and willingness to repair harm are to be taken into account when issuing consequences. Selections from the menus above will be made by school officials in the least-restrictive and progressive manner in alignment with the school's Positive Behavior Interventions and Supports Plan (PBIS).

DEFINITIONS OF TERMS FOR CATEGORY III OFFENSES

Like Category I and II, there is a Menu of Consequences for Category III Infractions. An administrator can assign students to the ALC and/or 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. See Board Policy 5610 for further information regarding removal, suspension, expulsion and permanent exclusion of a student.

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 outside 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 intentional, unprovoked hitting, kicking, shoving, spitting or otherwise causing physical pain or harm to another, except if all involved are engaged in a fight. This includes student-to-student assaults and student-to-staff assaults.

(Please refer to Disorderly Conduct (Category II) for non-intentional explanation.)

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) must not be used as weapons.

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.

Bomb Threats and Threats of Gun Violence

Students must respect the rights of others and the school community's right to safety. Students must obey the law. Students must not make bomb threats (or participate in swatting) and must not make threats of gun violence to others. Such threats must not be made in any form of communication.

Sexual Assault

Students must protect the safety of 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 recording and sending sexually explicit images or videos 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 from 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 create, set off, attempt to set off or possess any type of explosive device.

Forceful Entry

Students must stay out of locked and/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.

Corrective Strategies for Category III Infractions

DISTRICTWIDE EXPECTATIONS What's Expected of Students	EXPECTED BEHAVIOR What Students Should Do	INFRACTIONS OF EXPECTATIONS What Students Should Not Do
BE SAFE	• Ask for help if you are not safe • Eat and drink healthy foods	• Alcohol and Drugs • Dangerous Weapons • Firearms** • Firearm Look-Alikes • Hazing • Physical Assault • Serious Bodily Injury • Sexting • Sexual Assault • Starting a Fire
BE RESPECTFUL	• Accept refusals	• Extortion
BE RESPONSIBLE	• Obey the laws of the school and community, including the city and state laws	• Breaking and entering • False fire alarms or tampering with fire alarm system • Stealing by force or threat • Bomb threats and threats of gun violence

*** 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.

Corrective Strategies for Category III Infractions — Grades PreK - 3

In each instance, a restorative response should always be used. The other consequences may be applied based on the nature of the infraction, the number of repeated infractions or a requirement to administer a certain consequence.

MENU OF RESTORATIVE RESPONSES:
(These are not intended to be the only choices or sequential.)

- Arrange linkage with counseling agency
- Conference with student to determine disciplinary consequences
- Create a home/school communication system
- Have student choose a method of apologizing or making amends to those harmed or offended
- Identify a mentor and establish a schedule of activities related to school performance
- Parent contact
- Refer to intervention team
- Repair of situation
- Require the student to complete a community service task
- Restorative conferences

Responses may include one of the consequences to the right as well. Some infractions necessitate administering one of the other consequences.

MENU OF OTHER CONSEQUENCES:
(These are not intended to be the only choices or sequential.)

- Alternative Learning Center (ALC), during which school work is completed
- Detention, during which the student completes work*
- Loss of Privileges
- Removal for remainder of day

*Dependent on school building availability and model

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

Support Practices for Return to School: Restorative circle/conference, explicitly reteach expected behavior, refer to intervention team, conference with student, arrange linkage with counseling agency, create home/school communication system, create regular check-ins for a set period of time. *(Note: This list is not meant to be the only choices or sequential.)*

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. Considerations of mitigating factors and willingness to repair harm are to be taken into account when issuing consequences. Selections from the menus above will be made by school officials in the least-restrictive and progressive manner in alignment with the school's Positive Behavior Interventions and Supports Plan (PBIS).

Corrective Strategies for Category III Infractions — Grades 4 - 12

In each instance, a restorative response should always be used. The other consequences may be applied based on the nature of the infraction, the number of repeated infractions or a requirement to administer a certain consequence.

MENU OF RESTORATIVE RESPONSES:
(These are not intended to be the only choices or sequential.)

- Conference with student to determine disciplinary consequences
- Parent contact
- Require the student to complete a community service task
- Have student choose a method of apologizing or making amends to those harmed or offended
- Repair of situation
- Refer to intervention team
- Arrange linkage with counseling agency
- Create a home/school communication system
- Identify a mentor and establish a schedule of activities related to school performance
- Restorative conferences

Responses may include one of the consequences to the right as well. Some infractions necessitate administering one of the other consequences.

MENU OF OTHER CONSEQUENCES:
(These are not intended to be the only choices or sequential.)

- Assignment to the Promise Center
- Possible Out-of-School suspension with recommendation for Expulsion
- File charges if law is broken

Support Practices for Return to School: Restorative circle/conference, explicitly reteach expected behavior, refer to intervention team, conference with student, arrange linkage with counseling agency, create home/school communication system, create regular check-ins for a set period of time. *(Note: This list is not meant to be the only choices or sequential.)*

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. Considerations of mitigating factors and willingness to repair harm are to be taken into account when issuing consequences. Selections from the menus above will be made by school officials in the least-restrictive and progressive manner in alignment with the school's Positive Behavior Interventions and Supports Plan (PBIS).

SUPPORT SERVICES FOR STUDENTS AND FAMILIES

Cincinnati Public Schools provides additional services for families and community members, including resources for those experiencing homelessness, and those that need medical assistance.

Project Connect

Services for Families Experiencing Homelessness

2120 Vine Street, 45210
513-363-3200
www.cps-k12.org/ProjectConnect

COMMUNITY LEARNING CENTERS

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 a list of Lead Agencies and Resource Coordinators visit: **www.cps-k12.org/clc**

EDUCATIONAL SUPPORT PROVIDERS (ESP)

CPS provides students access to additional educational supports through school social workers, counselors, school psychologists and others. The paraprofessionals work closely with school staff to ensure students' holistic needs are accounted for and met. Please consult with your school to learn more.

Physical Healthcare

Currently, there are 24 School-Based Health Centers to serve students' needs; 14 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 is available at): www.cps-k12.org/HealthCenters

School-Based Health Centers (SBHC) are available at the below locations. More information about SBHCs is available at www.cps-k12.org/HealthCenters.

- Academy of World Languages
- Aiken High School
- Bond Hill Academy
- Ethel M. Taylor Academy
- Hughes STEM High School
- John P. Parker School
- Mt. Airy School
- Mt. Washington School
- Oyler School
- Pleasant Hill Academy
- Roberts Academy
- Rockdale Academy
- Roll Hill School
- Rothenberg Preparatory Academy
- Riverview East Academy
- Robert A. Taft Information Technology High School
- Sayler Park School
- Shroder High School
- South Avondale School
- Western Hills University High School/ Gilbert A. Dater High School
- William H. Taft Elementary School
- Winton Hills Academy
- Withrow University High School
- Woodward Career Technical High School

Dental Care

Six dental-health care centers 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.

School-Based Dental Services are available at the following locations:

- Academy of World Languages
- Aiken High School
- Oyler High School
- Roberts Academy
- Western Hills University High School
- Withrow University High School
- Woodward Career Technical High School

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.

School-Based Vision Centers are available at the following locations:

- Academy of World Languages
- Oyler School

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 support has expanded and improved.

Mental Health Services are available via MindPeace at www.mindpeacecincinnati.com/school-based-mental-health-teams

Domestic Violence and Dating Violence help is available via Women Helping Women at 513-381-5610.

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: Hyde Park School; Kilgour School 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.

For more information please see CPS' website: www.cps-k12.org/dining. 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: **www.cps-k12.org/schoolfinder**

Activities Beyond the Classroom provides a variety of activities to over 50 CPS schools. More information can be found here: **www.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: **www.cincinnati-oh.gov/recreation/facilities1/recreation-centers**

SCHOOL SAFETY

School Resource Officers

Many of our schools have a School Resource Officer (SRO). The partnership between Cincinnati Public Schools and the Cincinnati Police Department was established in 1967 and has been in place for nearly 60 years.

The SRO has 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 provide or engage in school-related discipline.

ATTENDANCE

Research shows that students who attend school regularly perform better academically. Absenteeism is a predictor 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.

Caregivers can encourage good attendance by:

- Emphasizing the importance of attending classes every school day.
- Ensuring the student 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 96 (2025) updated the state's approach to student attendance, replacing the prior "excessive absence" framework with a "chronically absent" standard — defined as missing at least 10% of the minimum hours required in the school year. Districts are required to adopt a board-approved policy addressing student absences, developed in consultation with the local juvenile court and families. If a student is chronically absent and fails to make satisfactory progress on an absence intervention plan, CPS may file a complaint with the Juvenile Court and/or take other appropriate intervention action. Consistent with state law, CPS does not suspend or remove students from school solely as a result of absenteeism.

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.

KEY DISTRICT CONTACTS

Mary A. Ronan Education Center

2651 Burnet Ave, 45219 (Corryville)
513-363-0000

Report Bullying:
513-363-0551
More information: **www.cps-k12.org/StudentSafety**

Board of Education
513-363-0040 | www.cps-k12.org/BOE

Customer Care Center/Enrollment
513-363-0123 | www.cps-k12.org/CustomerCare

Early Childhood (Preschool)
513-363-0240 | www.cps-k12.org/Preschool

Human Resources
513-363-0130 | www.cps-k12.org/Careers

Marketing and Communications
513-363-0020 | www.cps-k12.org/MarketingAndCommunications

Student Dining Services
513-363-0800 | www.cps-k12.org/StudentDining

Student Services, Students with Disabilities
513-363-0357 | www.cps-k12.org/StudentServices

Superintendent's Office
513-363-0070 | www.cps-k12.org/Superintendent

Transportation
513-363-7433 | www.cps-k12.org/Transportation

Treasurer's Office
513-363-0482 | www.cps-k12.org/Finance

Elementary Schools

Academy of Multilingual Immersion Studies (AMIS)
1908 E Seymour Avenue, Cincinnati, OH 45237 | 513-363-1800 | amis.cps-k12.org

Academy of World Languages
2030 Fairfax Avenue, Cincinnati, OH 45207 | 513-363-7800 | awl.cps-k12.org

Bond Hill Academy
1510 California Avenue, Cincinnati, OH 45237 | 513-363-7900 | bondhill.cps-k12.org

Carson School
4323 Glenway Avenue, Cincinnati, OH 45205 | 513-363-9800 | carson.cps-k12.org

Carthage School
125 W North Bend Road, Cincinnati, OH 45216 | 513-363-1100 | carthage.cps-k12.org

Chase School
4151 Turrill Street, Cincinnati, OH 45223 | 513-363-1300 | chase.cps-k12.org

Cheviot School
4040 Harrison Avenue, Cincinnati, OH 45211 | 513-363-1400 | cheviot.cps-k12.org

Clifton Area Neighborhood School (CANS)
3711 Clifton Avenue, Cincinnati, OH 45220 | 513-363-2200 | cliftonarea.cps-k12.org

College Hill Fundamental Academy
1625 Cedar Avenue, Cincinnati, OH 45224 | 513-363-1600 | collegehillacademy.cps-k12.org

Covedale School
5130 Sidney Road, Cincinnati, OH 45238 | 513-363-1700 | covedale.cps-k12.org

Dater Montessori School
2840 Boudinot Avenue, Cincinnati, OH, 45238 | 513-363-0900 | datermontessori.cps-k12.org

Fairview-Clifton German Language School
3689 Clifton Avenue, Cincinnati, OH 45220 | 513-363-2100| fairview.cps-k12.org

Frederick Douglass School
2627 Park Avenue, Cincinnati, OH 45206 | 513-363-1900 | douglass.cps-k12.org

Hays-Porter School
1030 Cutter Street, Cincinnati, OH 45203 | 513-363-1000 | haysporter.cps-k12.org

Hyde Park School
3401 Edwards Road, Cincinnati, OH 45208 | 513-363-2800 | hydepark.cps-k12.org

James N. Gamble Montessori Elementary
2700 Felicity Place, Cincinnati, OH 45211 | 513-363-9600 | gmes.cps-k12.org

John J. Gilligan Digital Academy (GDA)
425 Ezzard Charles Drive, Cincinnati, OH 45203 | 513-363-2040 | digitalacademy.cps-k12.org/

John P. Parker School
5051 Anderson Place, Cincinnati, OH 45227 | 513-363-2900 | parker.cps-k12.org

Kilgour School
1339 Herschel Avenue, Cincinnati, OH 45208 | 513-363-3000 | kilgour.cps-k12.org

Language Enrichment and Academic Proficiency (LEAP) Academy
2001 Baltimore Avenue, Cincinnati, OH 45225 | 513-363-1200 | leapacademy.cps-k12.org

Midway School
3156 Glenmore Avenue, Cincinnati, OH 45211 | 513-363-3500 | midwayschool.cps-k12.org

Montessori Lab School at Bramble Nature Campus
4324 Homer Ave, Cincinnati, OH 45227 | 513-363-0240 | bramble.cps-k12.org/

Mt. Airy School
5730 Colerain Avenue, Cincinnati, OH 45239 | 513-363-3700 | mtairy.cps-k12.org

Mt. Washington School
1730 Mears Avenue, Cincinnati, OH 45230 | 513-363-3800 | mtwashington.cps-k12.org

North Avondale Montessori (NAM)
615 Clinton Springs Avenue, Cincinnati, OH 45229 | 513-363-3900 | northavondalemontessori.cps-k12.org

Oyler School
2121 Hatmaker Street, Cincinnati, OH 45204 | 513-363-4100 | oyler.cps-k12.org

Parker Woods Montessori School
4370 Beech Hill Avenue, Cincinnati, OH 45223 | 513-363-6200 | parkerwoods.cps-k12.org/

Pleasant Ridge Montessori School
5945 Montgomery Road, Cincinnati, OH 45213 | 513-363-4400 | pleasantridge.cps-k12.org

Rees E. Price Academy
1228 Considine Avenue, Cincinnati, OH 45204 | 513-363-6000 | reeseprice.cps-k12.org

Roberts Academy
1702 Grand Avenue, Cincinnati, OH 45214 | 513-363-4600 | roberts.cps-k12.org

Rockdale Academy
335 Rockdale Avenue, Cincinnati, OH 45229 | 513-363-4700 | rockdaleacademy.cps-k12.org

Roll Hill School
2411 Baltimore Avenue, Cincinnati, OH 45225 | 513-363-4000 | rollhill.cps-k12.org

Roselawn Condon School
1594 Summit Road, Cincinnati, OH 45237 | 513-363-4800 | roselawncondon.cps-k12.org

Rothenberg Preparatory Academy
241 E. Clifton Avenue, Cincinnati, OH 45202 | 513-363-5700 | rothenberg.cps-k12.org

Sands Montessori School
6421 Corbly Road, Cincinnati, OH 45230 | 513-363-5000 | sandsmontessori.cps-k12.org

Sayler Park School
6700 Home City Avenue, Cincinnati, OH 45233 | 513-363-5100 | saylerpark.cps-k12.org

School for Creative & Performing Arts (SCPA)
108 W. Central Parkway, Cincinnati, OH 45202 | 513-363-8000 | scpa.cps-k12.org

Silverton Elementary School
7451 Montgomery Road, Cincinnati, OH 45236 | 513-363-5400 | silverton.cps-k12.org

Spencer Center for Gifted and Exceptional Students
3555 Kellogg Avenue, Cincinnati, OH 45226 | 513-363-3400 | spencergifted.cps-k12.org

Westwood Elementary School
2981 Montana Avenue, Cincinnati, OH 45211| 513-363-5900 | westwood.cps-k12.org

William H. Taft Elementary
270 Southern Avenue, Cincinnati, OH 45219 | 513-363-5600 | taftelementary.cps-k12.org

Winton Hills Academy
5300 Winneste Avenue, Cincinnati, OH 45232 | 513-363-6300 | wintonhills.cps-k12.org

Woodford Academy
3716 Woodford Road, Cincinnati, OH 45213 | 513-363-6400 | woodford.cps-k12.org

Middle Schools

Ethel M. Taylor Junior High School
1930 Fricke Road, Cincinnati, OH 45225 | 513-363-3600| etheltaylor.cps-k12.org

Evanston Junior High School
1835 Fairfax Avenue, Cincinnati, OH 45207 | 513-363-2700 | evanston.cps-k12.org

Hartwell Middle School
8320 Vine Street, Cincinnati, OH 45216 | 513-363-2300 | hartwell.cps-k12.org

Pleasant Hill Middle School
1350 W. North Bend Road, Cincinnati, OH 45224 | 513-363-4300 | pleasanthill.cps-k12.org

Shroder Middle School
6100 Desmond Street, Cincinnati, OH 45227 | 513-363-3100 | shrodermiddle.cps-k12.org

South Avondale Middle School
636 Prospect Place, Cincinnati, OH 45229 | 513-363-5500 | southavondale.cps-k12.org

High Schools

Aiken High School
5641 Belmont Avenue, Cincinnati, OH 45224 | 513-363-6700 | aikennewtech.cps-k12.org

Clark Montessori High School
3030 Erie Avenue, Cincinnati, OH 45208 | 513-363-7100 | clark.cps-k12.org

Gilbert A. Dater High School
2146 Ferguson Road, Cincinnati, OH 45238 | 513-363-7200 | daterhighschool.cps-k12.org

Hughes STEM High School
2515 Clifton Avenue, Cincinnati, OH 45219 | 513-363-7400 | hughesstem.cps-k12.org

James N. Gamble Montessori High School
3036 Werk Road, Cincinnati, OH 45211 | 513-363-2600 | gamblemontessorihs.cps-k12.org

John J. Gilligan Digital Academy (GDA)
425 Ezzard Charles Drive, Cincinnati, OH 45203 | 513-363-2040 | digitalacademy.cps-k12.org/

Oyler School
2121 Hatmaker Street, Cincinnati, OH 45204 | 513-363-4100 | oyler.cps-k12.org

Riverview East Academy
3555 Kellogg Avenue, Cincinnati, OH 45226 | 513-363-3400 | riverviewest.cps-k12.org

Robert A. Taft Information Technology High School
420 Ezzard Charles Drive, Cincinnati, OH 45214 | 513-363-8290 | taftiths.cps-k12.org

School for Creative and Performing Arts (SCPA)
108 W. Central Parkway, Cincinnati, OH 45202 | 513-363-8000 | scpa.cps-k12.org

Shroder High School
5030 Duck Creek Road, Cincinnati, OH 45227 | 513-363-6900 | shroder.cps-k12.org

Spencer Center for Gifted and Exceptional Students
3555 Kellogg Avenue, Cincinnati, OH 45226 | 513-363-3400 | spencergifted.cps-k12.org

Walnut Hills High School
3520 Victory Parkway, Cincinnati, OH 45207 | 513-363-8400 | www.walnuthillseagles.com

Western Hills University High School
2144 Ferguson Road, Cincinnati, OH 45238 | 513-363-8900 | westernhills.cps-k12.org

Withrow University High School
2488 Madison Road, Cincinnati, OH 45208 | 513-363-9200 | withrow.cps-k12.org

Woodward Career Technical High School
7005 Reading Road, Cincinnati, OH 45237 | 513-363-9300 | woodwardcareertech.cps-k12.org

Alternative Programs

CPS Hospital/Satellite Program Various Locations
513-363-2441 | www.cps-k12.org/AlternativePrograms

Dr. O'dell Owens Center for Learning
2825 Alms Place, Cincinnati, OH 45206 | 513-363-2400 | owens.cps-k12.org

The Promise Center
2825 Alms Place, Cincinnati, OH 45206 | 513-363-2400 | www.cps-k12.org/promisecenter

Virtual High School
425 Ezzard Charles Drive, Cincinnati, OH 45203 | 513-363-2060 | virtualhigh.cps-k12.org

ASPIRE
513-363-2060 | www.cps-k12.org/aspire

Rising Stars Academy

Rising Stars Academy at Vine
2120 Vine Street, Cincinnati, OH 45202 | 513-363-6500

Rising Stars Academy at Cheviot/Westwood
3132 Mozart Avenue, Cincinnati, OH 45211 | 513-363-1560

Rising Stars Academy at Gamble Montessori Elementary School
700 Felicity Place, Cincinnati, OH 45211 | 513-363-9600

risingstarsacademy.cps-k12.org

Bramble Nature Campus

4324 Homer Ave, Cincinnati, OH 45227 | 513-363-0240 | bramble.cps-k12.org/

Acknowledgement of Understanding

Parents and/or Guardians, please make sure you and your child have reviewed the Student Code of Conduct. Once you have completed your review, please scan the QR code and submit the form to acknowledge you have a firm understanding of:

- The Student Support Guide
- Positive School Culture, Restorative Practices and Equity
- Prevention and Reporting of Bullying and Cyberbullying
- Dress Code, Bus Safety and Responsible Use of Technology
- Keeping Students in School and Engaged in Learning
- Daily Attendance
- Offenses, Categories and Discipline
- Parent Resources

bit.ly/CPS-SCOC-acknowledgement

If parents or guardians have any questions, they are encouraged to first contact their school principal.

CPS-k12.org

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.