

Rochester Community Schools

Student & Family Handbook

2025-2026

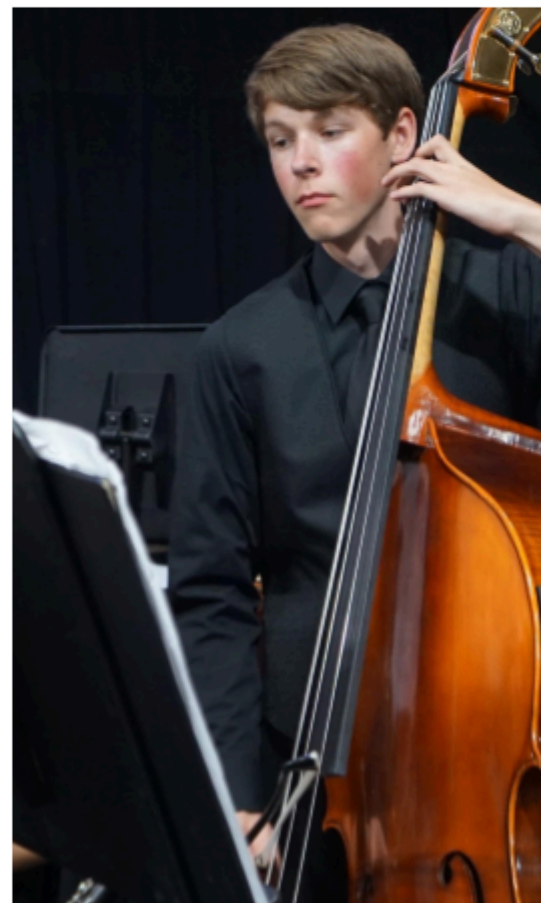
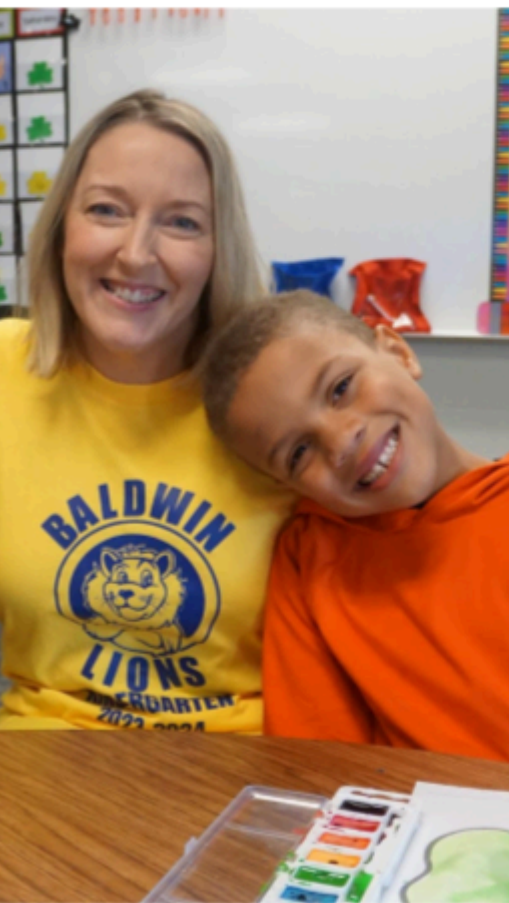
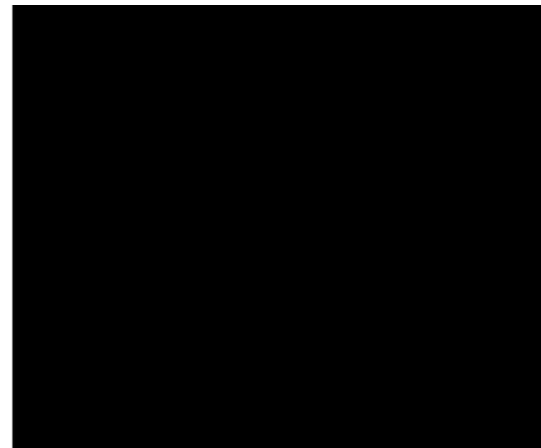


Table of Contents

Table of Contents	2
General Information	6
Mission Statement	6
Diversity and Equity Statement	6
District Calendar	6
District Communication	6
Bell Schedules	7
Elementary Schools	7
Middle Schools	7
High Schools	8
Academics	9
Elementary Curriculum	9
Secondary Curriculum	12
Middle School Curriculum	12
High School Curriculum	14
Graduation Requirements	14
Personal Curriculum	18
Reproductive Health & Sex Education	18
High School Grading Scale	19
Scholar of Achievement, Scholar of Distinction, and Scholar of Highest Distinction	19
Advanced Placement	19
Honors vs. Advanced Placement Courses	21
Capstone Diploma	22
Seal of Biliteracy	22
Global Awareness Endorsement	22
Special Programs	23
Library Media Program	26
Secondary School Counseling	27
Assessments	27
Parent Teacher Conferences	28
Trimester & Marking Periods	28
Report Cards	28
Programs for English Learner Students	28
504 Notice	29
Special Education	29
Questions or Concerns: Contact Information	29

Request for Review of Educational Materials	30
Activities	31
Extracurricular Activities	31
Mentoring Programs	32
Enrichment	32
School-Age Care (SAC)	33
Field Trips	33
Athletics	34
Sports by Season	35
Use, Possession, Or Sale Of Tobacco, Alcohol Or Drug Substances	35
Participant Physical Examination	36
Academic Eligibility	36
Pay to Participate	37
Student Attendance Required For Athletics	38
Social Media Use and Other Behaviors	38
Transportation	39
Work Permits	39
Health and Safety	40
School Safety	40
Safety Procedures	40
School Resource Officers	41
Emergency Drills	41
Parent/Caregiver Support	41
Volunteer Guidelines and ICHAT Authorization	42
Bad Weather Procedures and Emergency School Closings	42
Automated Phone Messaging	42
Health & Wellness	42
Medical Action Plans (MAPs)	42
Medication Policy	43
Food Allergy Information	43
Wellness Dog Program	43
School Nurse	44
Immunization Record	44
Vision Screening	45
When Children Should Stay Home from School	45
Attendance	46
Report an Absence	46
Elementary School	47
Middle School	47
High School	48

Arriving Late/ Early Dismissal	48
Tardy	48
Illness During the School Day	48
Early Dismissal	48
Homebound	49
Emergency Contact Information	49
Student Insurance	49
McKinney Vento	50
Community Services	50
Food Services	51
Free and Reduced Meal Applications	51
Allergies and Special Diets	52
Meals and A la Carte	52
Facilities & Transportation	53
Walking to School	53
Riding Bicycles to School	53
Transportation by Family Vehicle	53
Student Drivers	54
Bus Transportation	54
What Students Can Expect on the Bus	54
Edulog Parent Portal Tracker	55
Bus Stops	55
SchoolMessenger Notifications	56
Half-Day Drop-Off Procedures	56
Transportation Safety Tips, Rules & Reminders	56
Parking of Vehicles on School Property	58
Loitering Policy	58
Technology	59
Student Consequences for Violating Acceptable Technology Use Agreement	59
Chromebooks	59
Lost/Stolen/Damaged Device	60
Electronic Device Use Protocol for Statewide Testing	60
Student Passwords	60
ParentVUE/ StudentVUE	61
Personal Electronic Devices	61
Family Technology Support Website	62
Student Conduct	63
RCS Academic Integrity Agreement	63
RCS Respect Code	64

Rochester Community Schools Dress Expectations	65
Student Code of Conduct	65
Disciplinary Step System	69
Student Code of Conduct Infractions	70
Acts of Student Misconduct, Which Will Result in Recommendation for Expulsion	80
Attendance & Truancy	84
Additional Policies	86
Notice of Nondiscrimination	86
Family Educational Rights and Privacy Act (FERPA)	86

General Information

Mission Statement

Rochester Community Schools Mission Statement

To provide a quality education in a caring atmosphere for students to attain the necessary skills and knowledge to become lifelong learners and contribute to a diverse, interdependent and changing world.

Diversity and Equity Statement

Rochester Community Schools is committed to providing an equitable education that prepares all students for an interdependent, evolving world. We believe in a unified culture of belonging for all. We recognize that systemic inequities exist that create educational equity gaps among various identity groups, specifically those who have been marginalized. Through a multifaceted approach of inclusion, we commit to creating opportunities and access, protecting the well-being of all, eliminating barriers, and educating within a safe environment where all individuals are valued, respected, included, welcomed, and acknowledged.

District Calendar

District and school events and dates can be found on our [district calendar located on our website](#). Use the filters to select different schools to view their specific events.

District Communication

ParentSquare is the district's primary communication system. RCS families will begin to receive messages once their student is enrolled.

In the event of an emergency, such as inclement weather or a crisis, district messages are first shared through the ParentSquare notification system, which may include email, phone and/or text messages. Messaging will be shared on the district webpage and social media sites for further dissemination and awareness.

Bell Schedules

Elementary Schools

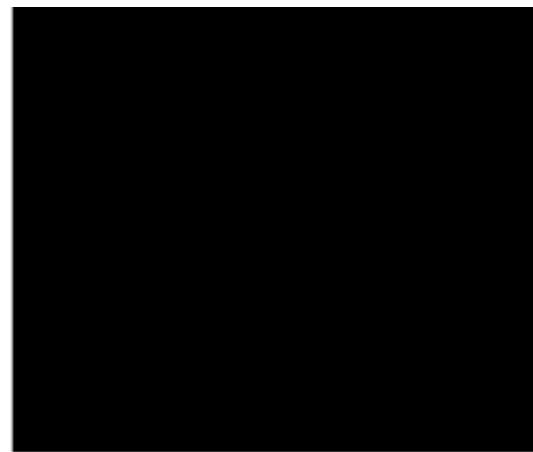
School	Full Day	Half Day
Baldwin	8:10-3:13	8:10-11:25
Brewster	8:10-3:13	8:10-11:25
Brooklands	8:55-3:58	8:55-12:10
Delta Kelly	8:10-3:13	8:10-11:25
Hamlin	8:10-3:13	8:10-11:25
Hampton	8:10-3:13	8:10-11:25
Hugger	8:10-3:13	8:10-11:25
Long Meadow	8:55-3:58	8:55-12:10
McGregor	8:55-3:58	8:55-12:10
Meadow Brook	8:55-3:58	8:55-12:10
Musson	8:55-3:58	8:55-12:10
North Hill	8:55-3:58	8:55-12:10
University Hills	8:10-3:13	8:10-11:25

Middle Schools

School	Full Day	Half Day
Hart	7:25-2:22	7:25-10:40
Reuther	7:25-2:22	7:25-10:40
West	7:25-2:22	7:25-10:40
Van Hoosen	7:30-2:27	7:30-10:45

High Schools

School	Full Day	Half Day
ACE	7:39-2:10	7:39-10:30
Adams	7:30-2:30	7:30-10:45
Rochester	7:30-2:30	7:30-10:45
Stoney Creek	7:30-2:30	7:30-10:45



Academics



The teaching and learning at Rochester Community Schools is designed to develop innovative, self-directed learners who think critically, communicate effectively and persevere to positively impact the world. We challenge our learners through dynamic cultural experiences, to be empowered global stewards, and inspire them to take what they learn and have a positive impact on their community, country and world.

Elementary Curriculum

Rochester Community Schools provides an extensive curriculum for its elementary students. The diversity of programming exists to accommodate not only individual student needs, but to provide a solid basis for continuing education and life. At the elementary level, students are provided opportunities for acceleration, extension and/or additional instruction based on demonstrated performance. Differentiation takes place within the regular classrooms where specialized instructional strategies can be applied on a daily basis rather than being limited to an identified program.

Language Arts

Elementary teachers in Rochester Community Schools deliver literacy instruction using a comprehensive literacy approach, which research has shown is most effective. Students progress along a continuum and build upon previous learning. Teachers provide instruction at various levels of the continuum in order to meet the needs of all their students. Most children remain at one

stage for an extended period of time. It is not unusual for a child to be at a particular stage throughout a grade level.

Mathematics

All Rochester Community Schools learners will have equitable access to inclusive opportunities to make sense of rigorous mathematics in creative, interactive and relevant ways while developing a lifelong joy and appreciation for mathematics. Mathematical environments are designed to promote risk-taking and encourage productive struggle. The mathematics curriculum reflects the importance of mathematical practices and supports and promotes conceptual understanding, procedural fluency and their application to solving real-world problems. Students engage in meaningful learning through individual and collaborative experiences that promote their ability to make sense of mathematical ideas and reason mathematically.

Science

Instruction in science is based on the 2016 Michigan K-12 Standards for Science. Science education is centered on inquiry and discovery, where students are engaged in doing science in a hands-on, collaborative fashion while employing the same practices used by scientists and engineers.

Social Studies

Instruction in social studies is based on the 2019 Michigan K-12 Standards for Social Studies, along with the Common Core State Standards and the C3 Framework. A key component of the curriculum is the implementation of inquiry-based learning. This approach aims to activate student curiosity and engage learners through real-world connections and high-level questioning. By encouraging experiential and problem-based learning, we hope to foster a deeper understanding of social studies concepts.

Library Media

The purpose of the school library media program is to create a foundation of literacy for all students through teaching the skills to find and use information effectively and ethically, fostering a love of literature, and creating a culture that values critical thinking skills. These abilities are used authentically with a deep integration of media skills into classroom curriculum through collaboration.

Physical Education

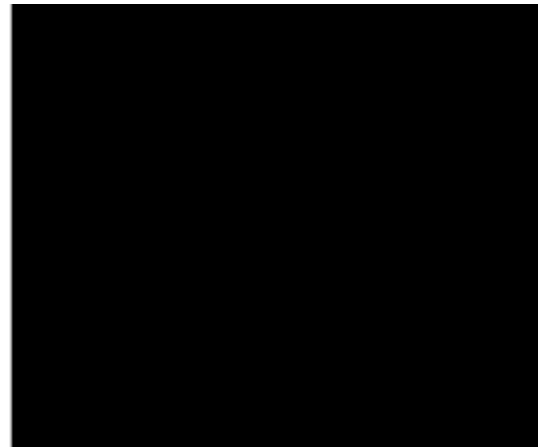
Our goal in physical education is to cultivate students' positive self-image, responsibility as citizens and critical thinking skills. We enhance physical abilities, knowledge of mechanical principles and comprehension of game concepts. Students learn safety habits, proficient movement patterns and gain interest in lifetime activities.

Art

The kindergarten through fifth grade art curriculum revolves around six main units of study that spiral through the elementary grades. Students explore, examine, experiment and create artwork based on the elements of form, line, shape, space, texture and value. Students are also exposed to the principles of design as they apply to each unit, incorporating balance, movement, rhythm, contrast, emphasis, pattern and unity. Multiculturalism through art and art history are integral parts of each lesson as presented. The art curriculum also enhances students' self-esteem and provides them with a creative outlet to express themselves. Art technology develops creative problem-solving skills that prepare our students for a future society.

Music

Students engage in a comprehensive musical curriculum, singing and playing instruments individually and collaboratively. They explore improvisation, composition, and notation, analyze music genres, and evaluate performances. They also investigate connections between music, other art forms, history, and culture, fostering creativity, critical thinking, and cultural appreciation.



Secondary Curriculum

Rochester Community School is committed to preparing students for continued success after high school graduation by providing a comprehensive curriculum in a safe and caring environment.

Middle School Curriculum

Middle school, grades 6-8, marks the period where students start to explore their interests and career goals. The curriculum includes English language arts, mathematics, science, social studies, physical education and health, world language, art, instrumental and vocal music, theatre arts, and STEM and technology electives.

In the sixth grade year, all students will choose from a full-year music elective. This includes band, orchestra or choir. In the seventh grade year, students will have the option to take world language, which will qualify as a high school credit. Students will also have health as an elective option. In the eighth grade year, students have a variety of elective options, including first- or second-year world language.

Middle School Language Arts

Middle-grade language arts courses are based on the Common Core State Standards (CCSS). These courses integrate reading, writing, listening and speaking by utilizing deliberate, research-supported efforts to motivate, engage and support students' literacy development. Essential instructional practices support disciplinary literacy in the classroom while engaging learners in four integrated units: launching reading and writing lives; literature reading and analysis; informational reading, research and writing; and argument reading and writing. Students learn and apply the writing process, comprehension strategies, vocabulary skills, spelling, grammar and usage to improve their reading and writing skills. In large and small groups, students speak, listen and respond to one another through academically productive talk and oral presentations. In the spring, learners read the works of a visiting author to increase and deepen their literacy development and appreciation of an author's craft.

Advanced ELA 8th grade

This course includes the in-depth study of a wide variety of language skills, including reading, writing, listening, speaking and thinking about literature at an advanced level. Based on the same CCSS addressed in Language Arts 8, the Advanced Language Arts 8 course is designed for students who are proficient readers and writers. Students read and analyze literature and, based on their analyses, write for various purposes and audiences. There is a summer reading requirement for this course. When determining placement into Advanced Language Arts 8, families should consider a student's M-STEP score, i-Ready score, and mastery of seventh grade content.

Middle School Mathematics

Middle school mathematics courses are based on the Michigan Math Standards and further the deep understanding of concepts built in elementary grades. Students will explore units of study in ratios and proportional relationships, the number system, expressions and equations, geometry, statistics and probability, and functions. Within these units of study, students will be learning through the Standards for Mathematical Practice:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.

Middle School Accelerated Math

Students who demonstrate the readiness skills are given the opportunity to accelerate their math learning during the middle school years. During the sixth grade year, students in Accelerated Math 6 learn the seventh grade Michigan Math Standards with supplements of sixth grade standards when needed. During the seventh grade year, students in Accelerated Math 7 learn the eighth grade Michigan Math Standards. In the eighth grade year, students who complete the accelerated program enroll in Algebra 1 and receive high school credit. When determining placement into the accelerated pathway, families should consider the district-provided suggested criteria, including M-STEP and i-Ready scores, as well as the scores from the student and caregiver disposition inventories.

Science

Instruction in science is based on the 2016 Michigan K-12 Standards for Science. Science education is centered on inquiry and discovery, where students are engaged in doing science in a hands-on, collaborative fashion while employing the same practices used by scientists and engineers. Students will problem-solve and communicate to master the practices of science and engineering while learning important scientific concepts that become ever more sophisticated as students move through school. Students will make deeper connections between the disciplinary-based core ideas to the bigger science concepts that cross disciplinary lines.

Social Studies

Instruction in social studies is based on the 2019 Michigan K-12 Standards for Social Studies, along with the Common Core State Standards and the C3 Framework. A key component of the curriculum is the implementation of inquiry-based learning. This approach aims to activate student curiosity and engage learners through real-world connections and high-level questioning. By encouraging experiential and problem-based learning, we hope to foster a deeper understanding of social studies concepts.

High School Curriculum

Ninth grade marks the initial step toward earning credit to meet the requirements for high school graduation. Students and their parents/caregivers should consider the Michigan Merit Curriculum (MMC) state graduation requirements when selecting courses each year.

Graduation Requirements

Minimum Graduation Requirements (Grades 9-12)

A minimum of 22 credits must be earned to graduate from Rochester Community Schools, and all students must participate in all state-mandated tests during high school. The credits identified below are aligned with the Michigan Merit Curriculum and include required and elective courses. The MMC also provides for personal modifications and some flexible options, as noted below.

English Language Arts

4.0 Credits

Including:	Language Arts 9	(1 credit)	Grade 9
	Language Arts 10	(1 credit)	Grade 10
	Language Arts 11	(1 credit)	Grade 11
	Language Arts 12	(1 credit)	Grade 12

Social Studies

3.0 Credits

Including:	World History	(1 credit)	Grade 9
	US History	(1 credit)	Grade 10
	Government	(1/2 credit)	Grade 11
	Economics (Recommended for Grade 11)	(1/2 credit)	Grade 11- 12

Science

3.0 Credits

Including:	Biology	(1 credit)	Grade 9
	Chemistry and Physics OR	(2 credits)	Grade 10-12
	Physical Science Chem, Physical Science Physics, Earth Science, and elective		

Mathematics

4.0 Credits

The typical course sequence to fulfill the MMC mathematics requirement is Algebra 1 (1 credit), Geometry (1 credit), Algebra 2 (1 credit), and a mathematics or mathematics-related course(s) (1 credit) in the student's final year of high school.

- High school equivalent math course(s) taken in middle school may be applied to the 4.0 credits required in mathematics and counted toward the minimum 22 credits to graduate from high school. High school math credits earned in middle school are not calculated into the high school grade point average (GPA).
- The grade and credit for high school courses taken in middle school and repeated in high school will be reflected on the high school transcript and will only count for credit once. The grade for the repeated course(s) will be calculated into the high school GPA.
- A math or math-related credit must be taken in the final year of high school.

- Students must minimally complete coursework through Algebra 2 or Algebra 2B.
- Math-related credit has been approved for the following courses: Accounting 1, 2, 3 and 4, all Design & Technology classes, AP Chemistry, Chemistry, Fundamentals of Chemistry, AP Computer Science, AP Computer Science Principles, Computer Programming 1 and 2, Personal Finance, AP Physics, Fundamentals of Physics, Physics, Woodworking, Advanced Woodworking and Oakland Schools Technical Campuses (OSTC) clusters.
- Personal curriculum modifications may only be considered after a student has completed one semester of Algebra 2 or a year of Algebra 2A.
- All other exceptions must be approved by the principal.

World Languages

2.0 Credits

Students must earn 2.0 credits in a world language. The two credits must be in the same language.

- High School equivalent world language course(s) taken in middle school may be applied to the 2.0 credits required in World Languages and counted toward the minimum 22 credits to graduate from high school. High school credit earned in middle school is not calculated into the high school GPA. It is strongly recommended by most colleges that students obtain at least two years of world language study while in high school. College-bound students should contact the schools they are interested in attending for specific language requirements.
- The grade and credit for high school courses taken in middle school and repeated in high school will be reflected on the high school transcript and will only count for credit once. The grade for the repeated course(s) will be calculated into the high school GPA.

Visual, Performing, and Applied Arts

1.0 Credits

Courses that are included in this area are identified below:

2D Art Exploration	Child Development/ Parenting	Fundamentals of Digital Art Media	Robotics 2
3D Art Exploration	Chorale	Guitar	Sculpture
Advanced Drawing/Painting	Computer Operations in Business	Independent Living	Small Business Management & Entrepreneurship
Advanced Graphic Design	Computer Modeling & Animation	Interior Design	Student Council
Advanced Multimedia Communication (10 & 11)	Concert Band	Jewelry/Metals	Summer Music Theater
Advanced Photography	Concert Choir	Marching Band	Symphony Band
Advanced Video Production	Concert Orchestra	Marketing and Advertising	Tenor/Bass Choir

Advanced Woodworking	Creative Writing	Advanced Marketing	Theater 1
AP Capstone	Cuisines of the World	Mechanical Drafting/ Design 1	Theater 2
AP Computer Science Principles	Drawing/Painting	Mechanical Drafting/ Design 2	Treble Choir
AP Research	Educational Careers	Men's Choir	Video Production
AP Seminar	Engineering Design 1	Merchandising Lab/ School Store	Virtual Enterprise Capstone
AP Art & Design (formerly, AP Studio Art)	Engineering Design 2	Multimedia Communications	Web Design & Social Media
Architecture 1	Engineering Design 3	Music Theory	Wind Ensemble
Architecture 2	Engineering Design 4	Oral Communications	Woodworking Fundamentals
Architecture 3	Exploring Music	OSTC	Yearbook
Architecture 4	Fashion Design	Photography	
Ceramics	Foods and Nutrition	Printmaking	
Chamber Choir	Graphic Design	Robotics 1	

Health and Physical Education**1.0 Credits**

Students take Wellness 1 and Wellness 2 **or** students may combine a .5 credit health class with a .5 credit PE activity course (i.e. Strength and Conditioning, formerly Personal Fitness: Aerobics) to fulfill the 1.0 credit requirement.

Personal Finance

This requirement will be completed as part of the economics and AP Microeconomics courses.

Online Learning Experience**No Credit**

Online courses or 20 hours of online experience embedded within the Rochester Community Schools curriculum is offered for no credit.

State-Mandated Assessments (PSAT, SAT, M-STEP, etc.)**No Credit**

Required Credits	18
<u>Electives</u>	<u>4</u>
Total Minimum Credits Required	22



Personal Curriculum

The Personal Curriculum (PC) is a documented process that modifies certain requirements of the Michigan Merit Curriculum (MMC), legislated by the state of Michigan. A request for consideration may be made by a parent, legal guardian, teacher, counselor or emancipated student. The use of a Personal Curriculum modification is allowed by the state statute for students when:

1. There is a request to modify the mathematics, physical education or visual, performing and applied arts (VPAA) requirement.
2. There is a request to go beyond the academic credit requirements by adding more advanced math, science, English language arts courses, or a formal CTE program.
3. A student transfers in from out of state or a non-public school.
4. A student has an Individualized Education Plan (IEP) and requires a Personal Curriculum.

A PC for a student without an IEP is intended to increase the rigor and relevance of a student's educational experience based on the Education Development Plan's (EDP) goals. It is not intended to modify the Michigan Merit Curriculum based on personal preference for one content area over another. The additional coursework in science, math, English language arts, world language or formal CTE program must be higher level/Advanced Placement (AP) courses that align with the student's EDP, as opposed to additional electives in those areas.

The PC modification should only be considered if the student is unable to fit required courses into the four-year plan. Modifications must follow the Michigan Merit Curriculum PC guidelines and be approved by the superintendent/designee. There are specific requirements to qualify for a PC in each of these situations. Consult your counselor for further details.

Reproductive Health and Sex Education

Michigan State Law Requirements for Sexual Health and HIV/AIDS Education

In June of 2004, the Michigan State Legislature passed Public Acts 165 and 166, which modified Michigan laws related to sex education in public schools. Public Acts 165 and 166 outline the planning, training and implementation mandates for HIV/AIDS and sex education (PA 165 of 2004) and a parent complaint process (PA 166 of 2004). These acts stipulate the make-up of each district's Sex Education Advisory Board as well as their roles and responsibilities.

The main role of the Sex Education Advisory Board is to:

- Define sexual health education in accordance with Michigan law.
- Establish program goals and objectives for pupil knowledge and skills that are likely to reduce the rates of sex, pregnancy and sexually transmitted diseases.
- Select and recommend curricula, materials and instructional delivery methods related to sexual health education.

- At least once every two years, evaluate, measure and report the attainment of program goals and objectives established under subdivision (a).

Parental Rights: For HIV/AIDS and sex education instruction, parents and/or legal guardians are notified in advance of their right to review materials in advance, observe instruction and excuse their child without penalty.

High School Grading Scale

Grade	Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
E	0.0

Scholar of Achievement, Scholar of Distinction and Scholar of Highest Distinction

Recognition for academic distinction consists of the three different categories for graduating students who meet all of the achievements outlined below. GPA is calculated based on grades at the end of the first semester of senior year. The exact GPA will be applied. Students must complete and pass all AP courses counted toward recognition. SAT score is calculated based on the highest score achieved on tests taken by December of the senior year. Students can appeal designation to building principal.

Scholars of Highest Distinction	Scholars of Distinction	Scholars of Achievement
GPA: 3.9-4.0 AP: 4 or more courses SAT Score: 1330 or higher	GPA: 3.8-3.899 or higher AP: 3 or more courses SAT Score: 1210 or higher	GPA: 3.5-3.799 or higher AP: 2 or more courses SAT Score: 1140 or higher

Advanced Placement

Advanced Placement (AP) courses are a set of rigorous academic courses offered in high schools that are designed to provide students with college-level content and skills. These courses are developed by the College Board, a nonprofit organization, and cover a wide range of subjects such as mathematics, science, literature, history and foreign languages. The goal of AP courses is to challenge students and better prepare them for the academic demands of college.

Here are some key points and guidelines for high school students to consider before taking AP courses.

Guidelines for Taking AP Courses

- **Prerequisites:** Some AP courses may have prerequisites or recommended prerequisites. Students should ensure they have the necessary background knowledge to succeed in the course.
- **Interest and passion:** Students should consider their interests and academic strengths when choosing AP courses. Engaging with subjects they are passionate about can lead to greater success.
- **Teacher recommendation:** Teachers often play a role in recommending students for AP courses. If a teacher believes a student is ready for the challenge, they may encourage them to enroll.
- **Time management:** AP courses can be demanding, requiring additional time for studying and completing assignments. Students should assess their schedule and ensure they can manage the workload effectively.
- **Balanced course load:** It's essential for students to maintain a balanced course load. Taking too many AP courses simultaneously can lead to burnout and negatively impact overall academic performance.
- **Long-term goals:** Students should consider their long-term academic and career goals when choosing AP courses. Some colleges may have specific requirements or preferences for certain AP courses.
- **Consultation with counselors:** Students and their families should consult with school counselors to discuss the best course of action based on individual academic goals and the requirements of the colleges they are interested in attending.

Benefits of AP Courses

- **College credit:** Successfully completing AP exams at the end of the course may earn students college credit, allowing them to skip introductory college courses.
- **College readiness:** AP courses provide a more challenging curriculum, helping students develop critical thinking, time management and study skills essential for success in college.
- **Weighted GPA:** AP courses have an additional grade point weighting that is factored into the student's GPA with a multiplier of 1.25. This can positively impact a student's overall GPA.

- **Competitive edge:** Taking AP courses can enhance a student's college application, demonstrating to admissions officers that they are willing to challenge themselves academically.

It's crucial for families to understand that while AP courses offer valuable opportunities, students should carefully consider their own capabilities, interests and the potential impact on their overall well-being when deciding to enroll in these challenging courses.

Honors vs. Advanced Placement Courses

Both honors and Advanced Placement (AP) courses are advanced-level classes offered in high school, but they differ in various aspects:

Course content

- **Honors courses:** These are advanced-level classes that cover material at a faster pace or in greater depth than standard courses. They often involve more critical thinking, analysis and independent work.
- **AP courses:** Advanced Placement courses are designed by the College Board and follow a standardized curriculum. The curriculum is more rigorous than honors courses and students are expected to cover college-level material.

College credit

- **Honors courses:** Honors courses do not have the opportunity to earn college credit directly from the course.
- **AP courses:** AP courses culminate in an optional standardized exam administered by the College Board. Depending on the student's score on the exam, they may earn college credit, allowing them to potentially skip introductory courses in college.

Grading

- **Honors courses:** The grading scale for honors courses does not offer additional weighting.
- **AP courses:** AP courses have an additional grade point weighting that is factored into the student's GPA with a multiplier of 1.25.

Difficulty and time commitment

- **Honors courses:** These courses are more challenging than standard classes but may be more manageable in terms of workload, compared to AP courses.
- **AP courses:** AP courses are known for their high level of difficulty and demanding workload. Students often need to invest a significant amount of time to succeed.

College admissions

- **Honors courses:** Completing honors courses demonstrates a willingness to take on challenging coursework, which can be a positive factor in college admissions.
- **AP courses:** Successfully completing AP courses and performing well on AP exams can enhance a student's college application and demonstrate their ability to handle college-level material.

In summary, while both honors and AP courses are advanced, AP courses are typically more rigorous, offer the potential for college credit, and are often seen as more challenging by college admissions offices. Students and parents should consider their academic goals, interests and time commitments when deciding between honors and AP courses.

Capstone Diploma

The College Board's AP Capstone is an innovative college-level program based on two courses, AP Seminar and AP Research, that complement and enhance discipline-specific AP courses. Students who earn scores of 3 or higher in AP Seminar and AP Research and also on four additional AP exams of their choosing receive the AP Capstone Diploma™. See the [College Board website](#) for more information.

Seal of Biliteracy

Rochester Community Schools, in conjunction with the Michigan Department of Education, awards the Seal of Biliteracy to graduating seniors who demonstrate proficiency in English and another world language. Students must meet all graduation requirements and demonstrate an intermediate high level of proficiency or higher in reading, writing, speaking and listening on a state-endorsed world language assessment or through a non-traditional pathway.

Global Awareness Endorsement

Students in grades 7-12 may participate in the Global Awareness Endorsement program. Students may choose three of the four requirements, which must be completed prior to high school graduation.

1. **Coursework (mandatory):** Students must take a minimum of six courses in areas of global focus, which may include world languages, current issues, AP geography, world cuisines, myths, AP art history and AP Capstone. All courses will be taken during high school, with the possible exception of world languages, which may begin in middle school. Students with an IEP should work with their learning consultant to customize a plan.
2. **International exchange:** Students may participate in an RCS international travel experience or host a long-term or short-term foreign exchange student or Amity Scholar.
3. **Community service:** Students may complete 60 hours of community service. This can include tutoring, volunteering for RCS international exchange initiatives, or other projects that are granted prior approval from the global awareness G6 team.
4. **Global presentation:** Students may share a global experience with a real-world audience. This may be achieved through a published story, digital video, live presentation or another format approved by the global awareness G6 team.

How to apply

Applications will be considered twice each year—in October and February. Interested students should send an email to the global awareness G6 team at ga6@rochester.k12.mi.us. It is NOT

necessary to wait until senior year to apply for the global awareness endorsement. Students are encouraged to work closely with the team in advance.

Special Programs

ACE (Alternative Center for Education)

ACE resources are available to RCS high school students who coordinate with their counselors to take advantage of additional support. Flexible scheduling allows students to take seven credits per school year with the opportunity to earn more through work and additional online classes. Online classes are available to ACE students both during the school day or during nontraditional school hours. Mentoring, study skills time and reading opportunities are available for each student and built into the ACE school day.

Time	Monday-Friday
7:39-8:32	Period 1
8:37-9:27	Period 2
9:32-10:22	Period 3
10:27-11:02	Period 4
11:02-11:32	Lunch
11:37-12:26	Period 5
12:31-1:20	Period 6
1:25-2:10	Period 7

OSTC (Oakland Schools Technical Campuses)

RCS partners with Oakland Schools Technical Campuses to allow high school students of good academic standing to start earning a degree for a trade. While taking courses at OSTC, students continue attending their high school for a half day to earn the credits necessary to graduate. The OSTC program is only for upcoming juniors and seniors and students must talk to a counselor PRIOR to their junior year.

Programs offered at OSTC	
Automotive Technology	Engineering/ Robotics/ Mechatronics
Collision Repair and Refinishing	Entrepreneurship and Advanced Marketing
Computer Programming	Health Sciences
Construction Technology	Machining
Cosmetology	Welding
Culinary Arts/Hospitality	

21F

The State of Michigan, under Section 21F of the State School Aid Act, has provided the option for parents to request that their student(s) in grades 6 – 12 be enrolled in no more than two online courses per semester in place of regularly scheduled courses. Rochester Community Schools prides itself on forward movement and innovative uses of technology to support learning. Our solid history of meaningful learning taking place across the district with highly qualified RCS teachers is noteworthy and impressive in terms of our accomplishments and student growth. Online courses are provided by Michigan Virtual instructors. Classes are completely virtual, asynchronous and self-paced. A teacher mentor is available on-site to monitor student progress. Therefore, we encourage parents to carefully consider if a 100% online course is ideal for their child, given the fact that they will be forfeiting face-to-face teacher classroom instruction and support.

International Academy

The International Academy (IA) is a public, tuition-free high school featuring a rigorous and engaging International Baccalaureate curriculum. Rochester Community Schools is one of 10 districts that sends students to the IA-Okma Campus. At the end of the first semester, students who are interested in enrolling in IA will be invited to attend an enrollment information night and then complete an application.

Students who complete and submit the application to the IA will be added to a lottery, held in early February, to announce which students were selected to attend the IA. Students selected in the lottery must demonstrate math competence and attend a math assessment session. The final step is to enroll in the IA and learn alongside students across Oakland County. For more information about the IA-Okma Campus, answers to frequently asked questions, and how to apply, please visit the [International Academy](#) website.

Work-based Learning

Work-based learning (WBL) is an educational approach that combines academic instruction with on-the-job experience. WBL is designed to give students practical knowledge and skills that can be applied in the workplace while also providing them with the academic knowledge they need to succeed in their chosen fields.

Dual Enrollment

Dual enrollment allows students in grades 9-12 to take classes in high school, plus one or more college-level class(es) at a college campus or online university. Rochester Community Schools will pay the university/college directly in the amount of \$801 per class when invoiced by the postsecondary institution. Students can take courses not offered at their high school or that cannot fit into their schedule.

- **Qualifications:** To be eligible to take a dual enrollment course, students must have a qualifying score on the ACT, SAT or Michigan Merit Exam. (See chart below.)
- **Credit:** Students may choose whether courses can count for high school credit, college credit or both.
- **Course costs:** Depending on the college’s tuition rates, some or all of the costs are covered by the district.
- **Course location:** May be in person at a college campus or online.
- **Transportation:** Provided by student.

Eligible courses include:

- A course offered by an eligible postsecondary institution that is not offered by Rochester Community Schools, including Advance Placement and online courses.
- A course offered by the school district, but there is a scheduling conflict beyond the eligible student's control.
- A course offered by a college CTE program that is offered for college credit or is part of a noncredit occupational training program leading to an industry-recognized credential that is not offered or goes beyond what is offered through the school district, intermediate school district, area vocational-technical education program (OSTC, business, drafting, child development, etc.).
- If the school offers an equivalent course (AP), these courses have precedence over an entry-level postsecondary course with similar content. If a student is interested in a certain course at the college level, they need to determine with their counselor what, if any, courses at the high school level are equal to the college course being requested.

Non-eligible courses include:

- Courses that are recreational in nature (hobby, craft, etc.) or in the areas of physical education, theology, divinity or religious education, are not eligible for tuition support.

Student eligibility to participate in dual enrollment is determined by qualifying scores (see chart below) in that subject area, as well as the student meeting the prerequisite for the college course. For example, a student would need to finish calculus in order to dual enroll in math. A student who has taken the MME, ACT or SAT and meets the qualifying score in the appropriate subject area on one of those exams is eligible for dual enrollment.

Assessment	Test Section	Content Area	Minimum Qualifying Benchmark Score
MME	ELA*	ELA*	2100
	Mathematics*	Mathematics*	2100

	Science*	Science*	2100
	Social Studies*	Social Studies*	2100
ACT	Mathematics	Mathematics	22
	Reading	Reading	22
	Science	Science	23
	English	English	18
SAT	Critical Reading	Evidence-Based Reading and Writing	480
	Mathematics	Mathematics	530

*MME scores are based on the spring 2022 administration of the M-STEP exams.

The MME, ACT or SAT scores are designed to be indicative of whether or not a student is ready to take post-secondary courses and succeed without remediation.

If a student has not taken the MME, ACT, or SAT, these are the steps to determine eligibility. The PSAT scores are evaluated according to the chart below to indicate whether or not a student is on track to be ready to take post-secondary courses and succeed without remediation. If a student meets qualifying scores on one of these tests, the student would need to take the MME, ACT or SAT to prove eligibility, according to the chart.

Assessment	Test Section	Content Area	Minimum Qualifying Score
PSAT 8/9	Critical Reading	Evidence-Based Reading and Writing	460
	Mathematics	Mathematics	510
PSAT 10	Critical Reading	Evidence-Based Reading and Writing	460
	Mathematics	Mathematics	510

Library Media Program

The purpose of the school library media program is to create a foundation of literacy for all students through teaching the skills to find and use information effectively and ethically, fostering a love of literature, and creating a culture that values critical thinking skills. Each secondary school has a media center staffed by a certified information literacy specialist who provides instruction on information and digital literacy and manages a collection of diverse print and digital resources to support the curriculum. Collaboration between information literacy specialists and classroom teachers ensures integration across subjects, reinforcing concepts through research, writing assignments and hands-on projects. Information literacy specialists incorporate database research and website evaluation into core content areas and foster a love of literature.

Secondary School Counseling

Our commitment to the academic success and overall well-being of every student is exemplified through our comprehensive districtwide counseling services. Here's an overview of the support and guidance offered by our dedicated counseling teams.

- **Academic guidance:** Counselors across our high schools and middle schools collaborate with students to create academic plans, choose courses and set realistic goals. From navigating class selection to addressing academic challenges, the goal is to ensure students thrive in their educational journey.
- **Personal development:** In a confidential and supportive environment, our counselors assist students in managing stress, developing coping strategies and fostering personal growth. Counselors aim to nurture resilience and empower students to overcome obstacles.
- **College and career counseling:** The districtwide counseling team provides personalized guidance on college and career options, assisting students in exploring pathways beyond high school. From college applications to career exploration, these professionals are dedicated to helping students make informed decisions about their future.
- **Social and emotional support:** Recognizing the emotional challenges of adolescence, counselors are trained to address social and emotional concerns across all schools. Through individual or group counseling meetings, counselors aim to create a positive and inclusive school environment, emphasizing the importance of mental health.
- **Crisis intervention:** In times of crisis, counseling teams are equipped to provide immediate support. Collaborating with other school professionals and external resources, the safety and well-being of every student is prioritized.
- **Parental involvement:** RCS believes in the power of collaboration between parents, students and counselors. Open communication is encouraged and resources are provided to support parents in their child's academic and personal development.

For detailed information or to connect with a counselor at a specific high school or middle school, please refer to the website for the school's counseling office.

Assessments

- **Local assessments:** RCS administers districtwide assessments to all students. Some of these assessments include: i-Ready, Bridges in Mathematics and other common assessments.

- **State assessments:** Below is a list of the current Michigan state assessments. All state-mandated tests are considered graduation requirements according to RCS board policy.
 - PSAT
 - SAT
 - ACT WorkKeys
 - M-STEP
- **Credit by exam:** Students may apply to take a test-out exam for high school courses in the Rochester Community Schools curriculum. Testing out will occur twice each year on predetermined dates, once at the end of the school year for placement during the following school year and once in January. Testing in January will be limited to single-semester courses, and only one test can be taken on the January test date. Two weeks before the exam, students can receive a list of course content expectations to use in preparation for the exam. In order to receive credit, students must attain a score of 77% or better on one or more assessments that measure the student's understanding of the course content expectations. The exam may be taken only once for any course. All exams will remain the property of Rochester Community Schools and will not be returned to the student. Note: NCAA does not recognize credits earned by exam toward eligibility.

Parent-Teacher Conferences

Parents/guardians are invited to meet with teachers to discuss student progress during scheduled conference days in the fall and spring. Conferences may be in person or virtual. At conference time, teachers will usually present information on a student's classroom activity, homework record and test results.

Trimester and Marking Periods

Elementary students have three trimesters. Secondary students have four marking periods. Marking periods 1 and 2, along with a semester exam, will comprise the semester 1 grade. Marking periods 3 and 4, along with a semester exam, will comprise the semester 2 grade.

Report Cards

Report cards are posted throughout the year in ParentVUE and StudentVUE.

Programs for English Learner Students

Parents of multilingual students participating in the English Language Development (ELD) program will be notified, no later than 30 days after the beginning of the school year, of the following:

- Placement and reason why their child was identified to receive services from the ELD program;
- The student's academic achievement level and level of English proficiency (including method of measurement);
- The methods used for language instruction;
- How the language program will meet the student's instructional needs;
- How the program will help the child learn English and meet the academic standards required for promotion or graduation;
- The exit requirements for the language program; and
- An explanation of parental rights, including the parent/guardian's right to enroll or remove a child from the language instruction program.

504 Notice

Rochester Community Schools has a duty to locate, evaluate, and identify any child residing in the district who qualifies for accommodations or services under Section 504 of the Rehabilitation Act of 1973. Children eligible for Section 504 accommodations or services include those who have a physical or mental impairment that substantially limits a major life activity. If you suspect your child has a disability and may require Section 504 accommodations, please contact your school principal or 504 coordinator for information.

Special Education

Rochester Community Schools has a duty to locate, evaluate and identify any child residing in the district who qualifies for special education services. Children eligible for special education include those with disabilities such as autism, visual impairment, blindness, developmental delay, emotional/behavior disability, hearing impairment, deafness, mental disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment or traumatic brain injury and who, because of such an impairment, need special education services. Please contact your school principal for additional information.

The special education department provides evaluation services for students suspected of having a disability. Free evaluation Child Find services are conducted by a team of educational specialists. Child Find seeks to identify and refer individuals with special needs, birth through age 25, for evaluation and possible special assistance. Any parent/guardian who has a concern about their child's development may contact Child Find at 248-726-3195. There is no charge for evaluations or services.

Questions or Concerns: Contact Information

Contact your child's teacher for:

- Questions regarding your student's progress
- Classroom instruction, curriculum, materials or assessment questions

- Information regarding your child's learning

Contact your child's principal for:

- Program and classroom concerns, following conversation with the teacher
- School and classroom instruction, curriculum, materials or assessment questions, following conversation with the teacher
- Discipline concerns
- Building management inquiries

Contact school district executive administrators:

- If questions or concerns have not been addressed after speaking with the building principal or there are questions regarding pupil rights, please contact:
 - Assistant Superintendent of Elementary Teaching and Learning, 248.726.3130.
 - Executive Director of Secondary Education, 248.726.3131.

Request for Review of Educational Materials

A citizen who has a concern regarding educational material used by the Rochester Community School District is encouraged to begin a conversation informally at the school level with the school Information Literacy Specialist or the Principal. The purpose of any conversation shall be to listen to the concern and attempt to resolve the issue informally. As part of the discussion, the school employee may explain the library's selection policy, selection criteria, diversity of the collection with resources from many points of view, and the selection process. If the concern/complaint is not able to be resolved informally, the school's librarian or principal will inform the citizen to complete a Request for Review of Educational Materials, obtainable from the school. The form must be completed in its entirety.

Activities



Extracurricular Activities

Rochester Community Schools provides many different student clubs and activities in order to build a positive school culture and to foster a sense of belonging among all of our students. We strive to offer events and activities that appeal to a broad range of student interests and that increase school spirit and student participation.

At the elementary level, students engage in a variety of enriching extracurricular activities, such as robotics, student council, safety patrol, service organizations and PTA-sponsored clubs and family events. These activities provide students with opportunities to explore diverse interests, develop skills, and meet new friends. Information about extracurricular activities is shared through building newsletters and PTA newsletters.

At the middle school level, RCS offers a variety of clubs and activities for students to participate in their school community. Student council, esports, robotics, ski club, yearbook, service clubs and Model UN are just a few. The district fee is \$30 per club, with some exceptions. A waived or reduced fee is also available to students who qualify for [free or reduced lunch benefits](#). Some clubs may have membership deadlines and fees for supplies. Information about clubs is shared at the start of the school year and can be found on each middle school's website on the "Student Life" page.

At the high school level, club registration takes place at the start of the school year. An annual club fair is held during lunch periods so students can meet with club members and learn about options at their school. The district fee is \$30 per club, with some exceptions. A waived or reduced fee is also available to students who qualify for free or reduced lunch benefits. Students may join most clubs at any time throughout the year; however, some clubs with national affiliations, such as honor societies, have a registration deadline and additional fees.

High school clubs may be related to academics, service, recreation, sports and hobbies. Honor societies, art clubs, Key Club and Rotary Interact, Business Professionals of America, DECA, esports, Model UN, chess club, robotics and theater groups are just a sampling of the extracurricular options. In addition, students are welcome to initiate a new club that they feel would be of interest to other students. For more information, contact your high school's activities director. Offerings vary from year to year, based on student interest. Details are posted on each high school's website on the "Student Life" page.

Mentoring Programs

Middle School Mentors: Mentors is a group of 8th graders who come recommended by their teachers. The mentors are essential in making sure that the 6th graders have a great transition from elementary to middle school. Groups of approximately 10 students stay in contact throughout the year, generally meeting during homeroom to form relationships by talking, sharing experiences and playing games.

High School Link Crew: Link Crew is a high school transition program composed of juniors and seniors who work with freshmen students helping them adjust to their first year of high school. Link Crew members serve as mentors and positive role models, and engage freshmen in many different activities throughout the year. Applications are accepted in the spring for students who will be either juniors or seniors the following year and are interested in becoming Link Crew team members.

Enrichment

The purpose of the Rochester Community Schools Enrichment Department is to enhance the academic, artistic and athletic offerings of the school district through non-curricular activities. It is our goal to meet the needs of individuals in the greater Rochester community through roughly 1500 class offerings each year. Some of the most popular selections are aquatics, BASES after-school programs for elementary students, middle school intramural activities after school and various evening programs for all ages.

For more information about enrichment opportunities, please visit the website at: <https://www.rochester.k12.mi.us/about-us/departments/enrichment>.

School-Age Care (SAC)

School-Age Care is an optional fee-based childcare program offered in each elementary building in the district from 6:45 a.m. until the start of school and after school until 6 p.m. Activities are generally located in the cafeteria at each school. The programs provide a variety of activities that enrich students' out-of-school time in a safe, supervised environment. Activities include games, crafts, outdoor play, a quiet area, gym time, clubs and special activities.

Snacks are not provided in our school-age care programs. Families should provide a nutritious snack for their child for each afternoon session. Breakfast is available for free at all of the elementary buildings. Students can choose to eat during the normal building breakfast schedule. All of RCS facilities are considered minimally peanut/tree nut safe programs.

Field Trips

Elementary

Rochester Community Schools field trips have been an integral part of our elementary school experience for many years. They provide our students with enriching experiences that are difficult to duplicate in the classroom. The district's goal in offering field trip opportunities is to ensure that they are:

- Aligned with the curriculum
- Consistent across the district
- Community based
- No cost for families

Secondary

At the middle school and high school levels, field trips are frequently offered as an ancillary activity to classroom learning. Places and events are chosen that provide experiences for students to see how the concepts studied in class are applied in the real world. Field trip opportunities become available in various courses as initiated by the classroom teacher. Previous trips have taken students to visit museums, fine art performances, science labs, local businesses, ecological sites and nature areas. Student fees for attending field trips typically consist of the cost of event admission and group transportation.

Athletics



The goal of education is to help young people to develop physically, emotionally and intellectually. The athletic program at Rochester Community Schools is meant to contribute to this goal by providing our student athletes with opportunities to participate as team members in interscholastic athletic competition. Desirable individual outcomes include the development, not only of physical skills, but also of sportsmanship, teamwork, self-discipline, loyalty, tolerance and perseverance.

Athletes are highly visible representatives of their team, school and community. They are expected to demonstrate high standards of conduct and sportsmanship as a member of the team. Whether on the court, on the sidelines, or wearing their school colors, students will be commended for, or be held responsible for, their actions. Rochester Community Schools expects good sportsmanship, fair play and good citizenship at all times for its athletes, coaches and teams. Athletes who are not in compliance with the Rochester Community Schools Student Code of Conduct and the Student Athlete Code of Conduct during the Michigan High School Athletic Association (MHSAA) athletic school year of August through June inclusive will be disciplined under both.

Students are subject to all MHSAA rules and regulations, even though such rules may not be included specifically in this document.

Sports by Season

High School Fall Sports	Middle School Fall Sports
<ul style="list-style-type: none"> ● Cheer, Sideline ● Cross-Country ● Football ● Golf, Girls ● Soccer, Boys ● Swim/Dive, Girls ● Tennis, Boys ● Volleyball 	<ul style="list-style-type: none"> ● Basketball, Girls 7th Grade ● Basketball, Girls 8th Grade ● Cheer (Sideline) ● Football, 7th Grade ● Football, 8th Grade ● Cross Country
Winter High School	Winter I & II Middle School
<ul style="list-style-type: none"> ● Basketball, Boys ● Basketball, Girls ● Cheer (Competitive) ● Ice Hockey* ● Skiing (Boys/Girls together) ● Swim/Dive, Boys ● Wrestling 	<p>Winter I</p> <ul style="list-style-type: none"> ● Basketball, Boys 7th Grade ● Basketball, Boys 8th Grade ● Cheer (Competitive) <p>Winter II</p> <ul style="list-style-type: none"> ● Volleyball, 7th Grade ● Volleyball, 8th Grade ● Wrestling
Spring High School	Spring Middle School
<ul style="list-style-type: none"> ● Baseball ● Golf, Boys ● Lacrosse, Boys* ● Lacrosse, Girls* ● Soccer, Girls ● Softball ● Tennis, Girls ● Track (Boys/Girls together) 	<ul style="list-style-type: none"> ● Track (Boys/Girls together)

* self-funded sport that requires a separate pay-to-participate fee

Use, Possession, Or Sale Of Tobacco, Alcohol Or Drug Substances

Excellent physical and mental condition is necessary for high performance in athletics as well as to protect the personal health and safety of the participant.

Failure to Comply: All referrals for disciplinary action shall go to the administrative personnel designated by the principal.

First Offense: A high school student found in violation of Section IX for the first time during the MHSAA athletic school year shall be suspended from interscholastic athletic competition (non-scrimmages) for 20% of the scheduled contests. This policy will be enforced immediately upon the determination of a violation. If less than 20% of the regular season remains, the suspension shall carry over to any postseason contests in that sport. If the 20% suspension will not be completed with postseason contests, or the violation occurs when the student is not participating in a sport, the suspension will be determined by the school's administration. In addition to serving a suspension, it is recommended that the student enroll in a substance abuse program.

Middle school athletes found in violation of Section IX will be suspended for one calendar week of competition. This policy will be enforced on the next consecutive dates.

* These dates are based on the MHSAA school year and are subject to change each year.

Second Offense: A student found to be in violation of Section IX a second time during the MHSAA calendar year inclusive will be excluded from all interscholastic participation for the remainder of the current MHSAA calendar year. It is recommended that the student enroll in a substance abuse program.

Third Offense: A student found in violation of Section IX a third time during his/her middle school or high school years will be excluded from all interscholastic participation for the remainder of his/her middle school or high school years. It is recommended that the student enroll in a substance abuse program.

Participant Physical Examination

A student must have a physical examination by a physician certifying that the student is fully able to compete in athletics. This physical must take place after April 15 of the previous school year to be used for the current school year. All high school and middle school athletes must be registered in the Final Forms portal and have their physical forms scanned and uploaded. Student athletes cannot try out or practice until fully registered in Final Forms.

Academic Eligibility

High School: A student must earn credit in a minimum of five classes during the previous semester and must maintain passing grades in a minimum of five classes during the current semester to be eligible to participate in athletics.

Middle School: A student must earn credit in a minimum of four classes during the previous semester and must maintain passing grades in a minimum of four classes during the current semester to be eligible to participate in athletics.

For a student to maintain academic eligibility during a semester, he/she must be passing the required number of classes. Compliance will be checked at the end of each marking period. If the student is not meeting the requirements, the student will be ineligible for competition until the requirement is met, a period of not less than one calendar week.

Failure to Comply: Any student who fails to meet any of the above regulations will not be allowed to participate until he/she complies with the regulations in this section. The student is ineligible until deficiencies are corrected. Students who fail to pass the required classes during the previous semester are not eligible to participate the entire current semester.

Pay to Participate

All RCS students are assessed a fee to participate in interscholastic athletics. The pay-to-participate fee is based on a “per athlete, per sport” basis each academic year.

High School Sports			Middle School Sports		
Description	Fee*	Reduced Fee**	Description	Fee*	Reduced Fee**
1st Sport	\$195.00	\$48.75	1st Sport	\$100.00	\$25.00
2nd Sport	\$135.00	\$33.75	2nd Sport	\$100.00	\$25.00
3rd Sport	\$80.00	\$20.00	3rd Sport	\$55.00	\$13.75
**Must fill out the Consent to Share form on Free-Reduced Lunch Application *Lacrosse, Boys - Self-funded sport that requires a separate pay-to-participate fee. *Lacrosse, Girls - Self-funded sport that requires a separate pay-to-participate fee. *Ice Hockey - Self-funded sport that requires a separate pay-to-participate fee.			**Must fill out the Consent to Share form on Free-Reduced Lunch Application		

Financial Hardship: A reduction in the pay-to-participate fee for athletics will be available to students with financial hardship. Participants who qualify for RCS Free or Reduced Lunch benefits also qualify for this fee reduction. (Note, the Free and Reduced Lunch program is now called the [Application for Summer EBT and Education Benefits for Michigan School Meals Program](#).) All applications are kept confidential. Student-athletes who qualify for the **free lunch** program do not pay a fee for their participation in athletics. Those who qualify for the **reduced lunch** program pay 25% of the pay-to-participate fee.

To receive reduced fees for athletics, qualified students should ensure that their family has completed the Consent to Share form included in the Free & Reduced Lunch program application. This form needs to be completed and renewed each school year. Send completed forms to Chartwells, RCS Food Service, 1402 W. Hamlin, Rochester Hills, MI 48309, or call Sylvia Brown at (248) 726-4602.

Refunds: There are no refunds for the participation fee unless the student-athlete suffers a season-ending injury before the midpoint of the season that precludes him/her from participating in one-half of the regularly scheduled contests. A medical authorization letter must accompany any such request. Refund requests should be made to the school athletic director before the midpoint of the season.

Student Attendance Required For Athletics

Students are to attend school during the total school day in order to participate in athletics during the same day or evening. If a student cannot attend school, but would normally receive an excused absence due to a family emergency, college visit, funeral or medical visit during the school day, the student will be allowed to practice/play.

Failure to Comply: A student with an unexcused absence from school may not participate in the athletic contest or practice scheduled for that day.

Social Media Use and Other Behaviors

Student-athletes are prohibited from the following acts on social media:

1. Posting derogatory language or remarks about teammates, coaches, other student-athletes, teachers or administrators of RCS schools or other schools.
2. Posting demeaning statements, inflammatory language or threats to any other person, school or organization.
3. Incriminating photos or statements depicting or insinuating violence, bullying, hazing, sexual harassment, vandalism, stalking, underage drinking, or the selling, possessing or use of controlled substances.
4. Creating a serious danger to the safety of another person or making a credible threat of serious physical or emotional injury to another person.
5. Indicating knowledge of an unreported felony theft or felony criminal damage to property.

Student-athletes are reminded that:

1. Personal identifying information posted on social networking sites becomes semi-public information. Your personal page and information can be easily accessed. It is unwise to make available information such as: full date of birth, social security number, address, phone number, cell phone numbers, class schedules, bank account information or details about your daily routine. All of these can facilitate identity theft or stalking.

2. Potential current and future employers and college admissions offices often access information you place on social media. You should think about how the information or photos you post could affect your future.
3. Freedom of speech is not unlimited. Social media sites are not a place to say and do whatever you want without repercussions.
4. Photos put on a social network site's server become their property.

The coach and/or athletic director reserve the right to deny athletic participation to any student whose inappropriate actions or conduct are not specifically covered in the [Code of Conduct for Student-Athletes](#) or individual team rules.

Transportation

The district's choice to offer round-trip transportation to an away contest/practice is dependent on several factors, including (but not limited to) location, contest level, bus availability and parent involvement. Drop-only transportation may be offered based on the same factors.

Any student traveling to an away athletic contest/practice with round-trip transportation provided by the district shall return to their home school on the same bus after the contest/practice is over. The only exception is if a parent/guardian notifies the head coach in writing that they will be taking their student-athlete home after the contest, in lieu of a bus return.

Work Permits

Any student under the age of 18 must obtain a work permit in order to accept employment. Students wanting to obtain a work permit must complete a CA-6 or CA-7 form and bring it to their high school counseling office. Copies of the form can be found in school counseling offices or on the [district's website](#).

Students must appear in person at one of the RCS high school counseling offices, with proof of birthdate (if not an RCS student) and with Sections I and II of the work permit form completely filled out. Proof of birthdate could be a driver's license, birth certificate or passport.

Health and Safety



School Safety

At Rochester Community Schools, safety is always our priority. We realize that safety is not always convenient, but we are committed to doing everything within our control to protect our students, staff and guests.

One of our best defenses continues to be the strong relationships and trust that have been cultivated between students, staff and our community partners. Students are encouraged to talk with a trusted adult if they see, hear or experience something that doesn't seem right. Community members can also report information using the [Talk to RCS](#) feature on our website or using Michigan's confidential student safety program, [OK2SAY](#).

Safety Procedures

The district consults regularly with the Rochester Police Department, the Oakland County Sheriff's Office and our security consultants to learn about opportunities to enhance daily operating procedures for student safety and school security. Safety procedures include the following:

- All visitors must enter through the main entrance using the visitor verification system. Guests are required to show picture identification and sign in, documenting their name,

time in/out and purpose of the visit. Staff, students and guests should never open a door for other visitors.

- All exterior doors are locked throughout the school day. If staff or a community member notices a door that has been propped open for any reason, they should close the door and report the incident to the front office immediately.
- All interior classroom doors remain locked at all times. (Note that an open door does not mean the door is unlocked.)
- All exits and hallways should provide a clear path to allow for a quick exit in the case of an emergency.
- All rooms in the district have an Emergency Management Response Plan for quick reference and instruction.

School Resource Officers

School resource officers from the Rochester Police Department and the Oakland County Sheriff's Office are an important part of our school family and have a regular, familiar presence in our buildings and on school campuses. In addition to daily visits, parking lot and traffic monitoring, and participation in school activities, these trained law enforcement professionals also enrich the curriculum by providing age-appropriate discussions about seatbelt and bicycle safety, the use of 911, stranger danger, substance abuse, and what to do if a student sees, hears or experiences something that doesn't seem right. Shield/Safe-Ed. security consultants provide additional support at RCS high schools and middle schools.

Emergency Drills

Throughout the school year, each school conducts drills during both structured and unstructured times. Drills include, at a minimum:

- three lockdown/shelter-in-place drills
- five fire drills
- two tornado drills

Each building also has an emergency response plan that outlines procedures for staff to follow in case of a crisis. The plan includes securing all students in a classroom, covering windows, turning off the lights and having students sit in a designated area away from the hallway and door. These drills help improve readiness and response to incidents. Each district building has an emergency "go kit" with essential emergency items, including first-aid supplies, flashlights and other important items.

Parent/Caregiver Support

We encourage parents and caregivers to talk with their child on a regular basis about the importance of making good choices and sharing concerns if something doesn't seem right. In case of an emergency, please call 911. Families can also relay information to their school principal and report information using [Talk to RCS](#) or [OK2SAY](#).

Volunteer Guidelines and ICHAT Authorization

Volunteers for Rochester Community Schools may be used on a temporary basis to provide support to a classroom or program. To protect our students' health, safety and welfare, all volunteers must have an approved form on file each school year. The following guidelines are to be used as volunteers are assigned to classrooms or programs:

If a volunteer will be with students for a significant length of time without an RCS employee being present, or will be with students on a regular basis, that volunteer is required to have a Michigan State Police Internet Criminal History Access Tool (ICHAT) screening annually. The results of this ICHAT criminal background check will remain confidential and will only be used by school district administration to determine if the applicant has been convicted of an offense that would otherwise prohibit them from volunteering in our district. Overnight trip and coaching volunteers are also required to submit Live Scan fingerprints for approval.

Bad Weather Procedures and Emergency School Closings

In the event of an emergency, such as inclement weather or a crisis, district messages are first shared through the SchoolMessenger notification system, which may include email, phone and/or text messages. Messaging will be shared on the district webpage and social media sites for further dissemination and awareness.

Automated Phone Messaging

You are able to log into your ParentVUE account to verify the phone number that you have on file. This information can be updated in your ParentVUE account by selecting "Online Registration" then "Annual Verification (e-card updates)."

Health & Wellness

Rochester Community Schools is committed to ensuring the emotional, mental, physical and social health and safety of all students. The district strives to bridge gaps between all health care needs with attaining educational goals. In order to support medical needs during school hours, staff are required to follow clear and objective written instructions from a licensed health care provider, along with written parental consent. Otherwise, safe and legal interventions (without prescriber instructions) will be provided and include: soap, water, ice, comfort and adhesive bandages.

Medical Action Plans (MAPs)

[Medical Action Plans](#) and completed medication administration authorization forms provide the district with required licensed health care provider authorization with parental consent, which allows staff to provide routine and emergency services, such medication administration, medical interventions and/or medical procedures. MAPs are required at the start of every school year and

expire on the last day of school instruction. In the event that urgent or emergency care goes beyond the limits of the school, 911 will be called.

Medication Policy

According to [administrative regulation 5704.1](#), school district personnel will not administer medication to students except according to this regulation. The parent or guardian must submit a request to administer prescription or non-prescription medication to the building administrator on a [form](#) approved by the superintendent. This form also contains medication administration procedures.

The request must include at least the following information: student name; medication name; dosage; time and frequency of administration during the school day; and other special instructions. This form is required even if the request is written within a medical action plan. The building administrator is responsible for properly storing and monitoring medications administered by school district personnel. Medications will be secured and locked. Access to medication storage keys will be limited to the building principal and designated school staff. Following administration, the medication container will be properly sealed and returned to storage.

According to [administrative regulation 5708.1](#), Rochester Community Schools maintains at least two functioning epinephrine auto-injectors, and at minimum, one dose of naloxone (Narcan), at each school building it operates. Designated staff members who have been trained in accordance with these procedures are required to administer an epi-pen injection to any person on school grounds who is believed to be suffering an anaphylactic reaction or an opioid antagonist to any person on school grounds who is believed to be suffering from an opioid-related overdose.

Food Allergy Information

Rochester Community Schools has strict mitigating measures in place to support students with food allergies. Please reach out to your school administrator for additional student planning and information.

If your child requires food allergy accommodations, a special care diet must be authorized by a licensed health care provider. For questions about food allergies, meal accommodations and menu selections, contact the [RCS food services team](#).

Wellness Dog Program

The RCS wellness dog program is a districtwide initiative to support students' social-emotional health with the presence of wellness dogs in our schools. It is comprised of select dogs which have met criteria for temperament and behavior specific to the duties of a wellness dog. The work of the

dogs' handlers is voluntary, as they regularly bring their dogs with them to their schools for offering canine companionship that assists with the overall well-being of students.

Social-emotional wellness animals have a positive effect on students by providing emotional comfort and fostering a sense of calmness. Various research has found that the presence of and interaction with wellness dogs can impact one's social connection, behavior and emotional regulation. Specifically, contact with a wellness dog can:

- Assist with promoting positive attitudes toward school and learning, which can improve school performance.
- Lower the release of cortisol, which causes stress and anxiety, and can elicit the release of endorphins and oxytocin - hormones associated with joy and happiness. This improves overall mood and increases the ability for having positive social interactions.
- Create a relaxed environment, which can foster a sense of safety and security in people of all ages: children, adolescents and adults.
- Encourage students to show kindness, consideration and selflessness, which can carry forward even after the interaction with a wellness dog has ended.

School Nurse

Rochester Community Schools has a well-established partnership with Ascension Providence Rochester Hospital. The school nurse program has remained an integral resource in supporting frontline nursing care for students and provides support to district administration, school building administration, staff and parents. School buildings typically manage health care needs according to their unique environments and also have access to nursing support, as applicable.

Immunization Record

All students are required by the State of Michigan to be up-to-date with immunizations to attend school. If there were to be a disease outbreak, incompletely vaccinated students may be excluded from school.

Parents/guardians are required to submit:

- A complete immunization record or
- A physician (M.D./D.O.)-signed State of Michigan Medical Contraindication Form or
- A current, certified State of Michigan Nonmedical Immunization Waiver Form. Waivers are obtained by your local Health Department.

Each year school districts are audited by the Oakland County Health Department and the State of Michigan on all transitional kindergarten and kindergarten students, seventh grade students and newly enrolled RCS students since January of the previous year through the end of December in the current school year.

The district must prove that 90% of the student population has all required vaccinations, or a valid waiver obtained from the local health department by Nov. 1 and 95% by Feb. 1. School districts who fall below these standards will be subject to 5% of their state school aid funds being withheld. Please note that these requirements are the same regardless of the type of instruction the student is receiving (virtual, remote, hybrid, in-person).

Families with questions regarding their student's immunization status should contact their physician or the **Oakland County Health Department at 800-848-5533**.

Vision Screening

Vision screening is required for kindergarten students. RCS will accept new student enrollments without the vision screening, but families are asked to submit verification to the school once it is obtained. Hearing and vision screenings can be completed by a family physician or the Oakland County Health Department.

When Children Should Stay Home from School

Many illnesses do not require exclusion. However, children may be excluded if a condition prevents children from participating comfortably in school activities, or if there is risk of spread of harmful germs or disease to others. Criteria from the Michigan Department of Health and Human Services (MDHHS), and the Oakland County Health Division (OCHD) includes:

1. **Ill appearance:** A child that is unusually tired, not expressing typical behavior, has problems with normal breathing, aches and pains, lack of normal appetite, or other complaints of not feeling well.
2. **Fever:** A child that appears to have a fever, or has a temperature of 100.4°F (38.0°C) or greater. Children should return to school when fever-free for 24 hours, without the use of fever-reducing medications.
3. **Diarrhea:** A child that has two or more loose bowel movements within a 24-hour period, even if there are no other signs of illness. Children should return to school when there are no loose stools for 24 hours. An exception may be made if a health care provider has determined that the condition is not infectious. Diarrhea may occasionally be caused by antibiotics, new foods that a child has eaten, or something else.
4. **Vomiting:** A child who has two or more episodes of vomiting within a 24-hour period. Children should return to school when there are no episodes of vomiting for 24 hours. An exception may be made if a health care provider has determined that the condition is not infectious.

5. **Rash:** A child with a rash, with or without a fever, or a change in behavior. Any rash illness and fever should be evaluated by a health care provider. There are different rules for returning to school depending on the cause of the rash. Note: Rapidly spreading bruising or small blood spots under the skin need immediate medical attention.
6. **Skin sores:** A child with weeping sores on an exposed area that cannot be covered with waterproof dressing.
7. **Certain communicable diseases:** Children diagnosed with certain communicable diseases may have to be excluded for a certain period of time, and/or a health care provider may need to provide medical clearance. A child being treated with antibiotics should have at least two doses of medication before returning to school. The school district follows more specific exclusion criteria that is set forth by the Oakland County Health Division. While not an urgent situation, children with the following conditions should remain at home until successfully treated: impetigo, lice, ringworm and scabies.

Attendance

The specific information shared below on student attendance comes from AR regulation 5600.

Regular attendance, being on time, and active participation in class all contribute to student success. Families are encouraged to make attending school a priority by promoting good health, planning medical and dental appointments outside of scheduled class time, and planning vacations during non-school days.

Report an Absence

If a student is going to be absent, parents/guardians should report the absence prior to the school day begins.

The preferred absence reporting method is ParentVUE. ParentVUE access is based on information submitted either during enrollment or annual verification. If you do not have ParentVUE access and believe that you should, please reach out to the Enrollment Department at RSCEnrollment@rochester.k12.mi.us If you have a ParentVUE account and are having issues logging into it, please reach out to RCSVuehelp@rochester.k12.mi.us. Full-day absences can be reported here.

Families can also call the school attendance line 24 hours a day, seven days a week for a 24-hour answering machine. Your absence message should contain the following:

1. Student's first and last name (spelled out)
2. Parent name, if different from student's last name
3. Day and date of absence
4. Reason for absence
5. Phone number

*Calls are not accepted from students. Notification must come from a parent or guardian.

Students are expected to be in attendance each day school is in session except for personal illness, religious observance or emergencies in the family. Excessive absences without a reasonable excuse will constitute truancy.

Elementary School

When a student is absent for one of the reasons mentioned in the excused or exempt absence categories listed below, the student will be given assignments to be made up. These assignments will receive full credit if completed within a reasonable length of time. When an absence is due to other reasons, such as family vacation which does not coincide with the scheduled school calendar, the student will be informed of assignments and will be responsible for attaining mastery of the standards that were covered. Any test missed due to absences will have to be taken within a reasonable time limit (one day for each day absent).

Student absences will be categorized as follows:

- Excused absence
 - A student's absence from school for personal illness, medical appointments, other prearranged absences, religious observances or emergencies in the family may be considered an excused absence.
- Exempted absence
 - School-approved activity: Any school activity which has been prearranged and approved by the building principal/designee is considered a "student-activity absence" and is exempt.
- Unexcused absence
 - Any absence not covered under the excused or exempted absence guidelines will be considered unexcused.

Middle School

Student absences will be categorized as follows:

- Excused absence
 - A student's absence from school for personal illness, medical appointments, other prearranged absences, religious observances or emergencies in the family may be considered an excused absence.
- Exempted absence
 - School-approved activity: Any school activity that has been prearranged and approved by the building principal/designee is considered a "student-activity absence" and is exempt.
- Unexcused absence
 - Any absence not covered under the excused or exempted absence guidelines will be considered unexcused.

Students who are "excused absent" should contact each teacher upon returning to receive missed assignments. It is the student's responsibility to make up the work.

High School

Student absences will be categorized as follows:

- Excused absence
 - An absence is excused if a parent or legal guardian reports on absence on ParentVUE or calls the 24-hour attendance number no later than noon on the school day following the absence for personal illness, medical appointments, other prearranged absences, religious observances or emergencies in the family. Any student who leaves the school building for any reason without properly signing in/out will not receive an excused absence.
- Exempted absence
 - School-approved activity: Any school activity that has been prearranged and approved by the building principal/designee is considered a "student-activity absence" and is exempt.
- Unexcused absence
 - Any absence not covered under the excused or exempted guidelines will be considered unexcused. If a student leaves the building for any reason without properly signing in/out, it is considered an unexcused absence. Schoolwork cannot be completed for credit for unexcused absences.
- Tardies
 - A student will be considered tardy if he/she is not physically present in the room at the beginning of class. Under the law, chronic tardiness is considered truancy. Excessive tardiness will be considered a [Student Code of Conduct](#) violation.

Arriving Late/ Early Dismissal

If your student is arriving late, or needs an early dismissal, you should call the attendance number at your school. When students are leaving the building for any reason during the school day, they must properly sign out in the attendance office.

Tardy

Students who arrive late to school must report directly to the attendance office to sign in.

Illness During the School Day

A student who becomes ill during the regular school day must report to the main office. The school will use the student's emergency information in ParentVUE to attempt to notify you if he or she becomes ill during the day; therefore, it is vital that parents/guardians keep the emergency information updated in ParentVUE.

Early Dismissal

A student must remain in school until the end of the school day or permission for an early dismissal has been gained from the main office. If it becomes necessary for a student to leave the building during the school day, please follow these instructions.

- Prior to the dismissal, notify the office by phone call or in writing of the reason for and time of departure from school.
- At the designated time, the parent/guardian or other person identified as the student's emergency contact must come into the office to sign the student out of school.
- All adults must be prepared to show photo ID.
- The student will be called out of class when the parent or emergency contact arrives.

Please avoid scheduling appointments during standardized testing assessments, such as M-STEP testing, unless absolutely necessary. Parents will be notified in advance of testing windows.

Homebound

Students are considered homebound if they are unable to attend school for at least five consecutive school days, due to a medical condition. Students who are able to attend school part-time are expected to do so and do not qualify for homebound service. If you feel your student may require these services, please contact your building principal.

Required documentation consists of a letter from the student's physician certifying a medical condition that requires that the student be confined to the home or hospitalized during regular school hours. This includes individuals in psychiatric hospitals, substance abuse centers or those placed in other medical facilities by parents or medical practitioners. Documentation should include an anticipated end date.

Emergency Contact Information

Emergency contact information can be updated in a family's ParentVUE account by selecting "Online Registration" then "Annual Verification (E-Card updates)."

Student Insurance

K&K provides optional K-12 accident medical care coverage. Plans include:

- At-school accident only
- 24-hour accident only
- Extended dental
- Football

Families interested in this coverage will need to fill out a [K&K Enrollment Form](#).

McKinney Vento

In accordance with the McKinney-Vento Homeless Assistance Act, Rochester Community Schools will ensure that students experiencing homelessness receive all rights and services to which they are entitled. Students who lack a fixed, regular or adequate nighttime residence may qualify for McKinney Vento assistance. Students duly enrolled as homeless students will, thereafter, be considered school district students for all curricular and extracurricular purposes. For more information, please contact the district McKinney Vento liaison, Leslie Sheldon at 248-726-3018.

Community Services

Information about community resources for students and families can be found below.

- [RAYA](#) (Rochester Area Youth Assistance)
- [Oakland County Health Division](#)
- [Michigan Department of Health & Human Services](#)



Food Services



Food is an important part of our well-being. Student dining locations allow children to connect with others, recharge and enjoy a sense of happiness in their school. Rochester Community Schools partners with Chartwells K12 Dining Services to provide food that kids love to eat and to create programs that encourage fun and discovery.

Chartwells professionals strive to make sure that students leave the cafeteria happy and healthy.

Menus and details can be found on the [food services website](#).

The Michigan School Meals program will offer universal free breakfast and lunch during the 2024-25 school year for all public school students in transitional kindergarten through high school and preschoolers in the Great Start Readiness Program. **Families are not required to apply for free school meals. All students are automatically eligible every school day.**

Free and Reduced Meal Applications

Although school meals are free of charge at this time, **families in need are encouraged to complete an application for benefits to qualify for additional community resources.** The form used in previous years was the Free and Reduced Meal Price Application. The new form is the *Application for Summer EBT and Education Benefits for Michigan School Meals Program*, which may entitle students to benefits, discounts and waivers including:

- Free pay-to-participate extracurricular activities and club fees
- Testing and college application fees
- Field trips, school activities, senior all-night parties, etc.
- Operation School Bell, Assistance League of Southeastern Michigan
- Rochester Area Youth Assistance
- Blessings in a Backpack
- Other assistance and resources through charitable organizations

Use this [link](#) for the *Application for Summer EBT and Education Benefits for Michigan School Meals Program* or visit the [food services](#) section of the RCS webpage.

Applications can be [filled out online](#) or a paper copy can be obtained at the food services office located in the Facilities Operations Center at 1402 W. Hamlin, Rochester Hills.

Allergies and Special Diets

The district food services provider, Chartwells, is the first in the child nutrition industry to have its allergen management training courses certified by Food Allergy Research and Education (FARE). Partnering with FARE helps ensure training programs remain aligned with the latest advancements in food allergen management and keeps the safety of students as the number one priority. All staff have completed FARE training and the food service department is FARECheck-certified.

For students with a food allergy, parents/guardians can complete a [Special Diet Statement](#) form and return it to the child's school. A professional medical provider will need to authorize the form.

Meals and A la Carte

Breakfast and lunch is served at all school buildings. Please check with each school for times. Students may have a full meal at no charge. If a la carte items are sold at your students' school, the student must have cash or money on their MySchoolBucks account to purchase items. If your student brings lunch from home but wishes to buy milk at the school, the cost is 50 cents.

To add money to your child's MySchoolBucks account, visit the Account Payment Options tab on the [food services](#) webpage or call 248-726-4602.

Facilities & Transportation



Walking to School

When walking to and from school, students should adhere to basic pedestrian safety guidelines, including:

- Walk on sidewalks wherever possible
- Cross streets at corners, except where otherwise designated
- Obey crossing guards

Riding Bicycles to School

Students who choose to bike to and from school must observe both pedestrian and traffic safety rules as well as local laws. Each school outlines specific biking procedures and identifies areas for bike storage while at school.

Transportation by Family Vehicle

Drivers dropping off or picking up students are expected to adhere to the designated traffic flow established by the school. This includes following the instructions of school staff and ensuring that bus and fire lanes remain clear by parking only in designated areas.

Student Drivers

High school students eligible to drive to and from school must register their vehicles and obtain parking permits from the school. They are required to follow designated traffic routes and park in assigned areas. Driving and parking privileges are contingent upon good behavior and attendance. Students must apply for permission to drive, register their vehicles and prominently display parking passes on their windshields. Students are not permitted to visit their vehicle during the school day without prior approval from administration and/or front office security. Additionally, all vehicles on school grounds may be subject to search at any time. Drivers of unauthorized vehicles and those who do not comply with these rules will be subject to disciplinary action.

Bus Transportation

Rochester Community Schools continues to partner with Durham School Services for student transportation. Durham School Services believes that safety is always paramount. Competent, dependable and consistent school bus drivers and bus aides are critical to ensuring a safe and efficient transportation program. All Durham bus drivers must adhere to the requirements set by the State of Michigan before they are hired in order to ensure they have the necessary training and skills to safely transport students. Our bus drivers and bus aides undergo a complete background screening before they are hired. They are also required to attend mandatory monthly safety meetings to keep their skills at the highest level.

Students who reside in the district and meet the following requirements are eligible for transportation to and from school.

- Grades K through 5 - 1 mile from school
- Grades 6 through 12 - 1.5 miles from school
- If a student's IEP or Section 504 plan requires transportation by the school district

What Students Can Expect on the Bus

All bus riders and their families should familiarize themselves with the information in the [Student Code of Conduct](#). Bus expectations include the following.

- Students should find their seat as quickly as possible.
- Students should sit with their backs against the seat-back, facing forward.
- There should be no one in the aisle. Please keep bodies, backpacks and items out of the aisle. Band instruments may be transported but they must fit on the student's lap. There must be a clear pathway from the back of the bus to the front. Emergency door access must remain clear.
- There is **NO EATING OR DRINKING** allowed on the bus. This is to protect other students who may have food allergies. There is also a choking hazard associated with eating on the bus.

- Bus riders should use normal speaking voices at classroom-level volumes and be mindful that the bus driver has many distractions.
- At the school, students should remain seated until it is time to exit the bus. The driver will assist in unloading students.
- If you have any questions, please ask your driver as you board or exit the bus.

Students are held to all standards of the [RCS Code of Conduct](#) while traveling on the bus and at the bus stop.

Edulog Parent Portal Tracker

Rochester Community Schools, in partnership with Durham School Services, is pleased to provide families with access to a free, optional smartphone app for up-to-the-minute school bus route information. The Edulog Parent Portal app provides parents, caregivers and authorized guardians with planned time and location information for their child's bus ride to and from school. On a daily basis, the app will show the GPS location of the bus and send a push notification when it is nearing the bus stop.

The Edulog Parent Portal app is free of charge for RCS parents, caregivers, and students who have permission to access student information in ParentVUE and StudentVue through the district's Synergy system. Users can voluntarily subscribe to the Edulog Parent Portal to see the location of their student's bus, receive arrival notifications based on personalized settings, and get time-sensitive messages from the transportation department, which may include alerts about substitute drivers or delays.

The app can be downloaded from the Google Play Store or the Apple App Store -- which can be accessed by pointing your smartphone camera at the QR code below.



Bus Stops

Students are expected to be at their designated bus stop 10 minutes prior to the scheduled pick-up time, including when buses are running behind. Factors such as weather, traffic and number of student pick-ups can affect pick-up times. Families can find their pick-up and drop-off location on [ParentVUE and StudentVUE](#).

ParentSquare Notifications

Traffic, weather and other uncontrollable conditions can cause the bus to run late. Durham incorporates a 10-minute window to allow for such circumstances. In the event of a bus running considerably late, every effort is made by the transportation department to notify affected families. A ParentSquare communication will be sent via email, phone or text, depending on your user settings in ParentVUE. Note: This is the same messaging system used for snow day notification. Messages may take up to five minutes to compose and transmit. Bus drivers are asked to notify the transportation center as soon as they know they will be 10 minutes or more behind. This applies to both morning and afternoon transportation.

Half Day Drop-Off Procedures

Half days of school work exactly as full days. Half day drop-off schedules are calculated using the same length of time typically experienced from bell release and school dismissal to drop-off. For example, if a child normally arrives at his/her stop 20 minutes after the afternoon bell time, the half day bus stop time will be 20 minutes after the half day bell time.

Transportation Safety Tips, Rules & Reminders

At Rochester Community Schools, safety is always paramount. The following safety tips ensure all students, no matter their mode of transportation, can travel to and from school without incident.

The following items are prohibited on the bus:

- Pets or other animals
- Glass containers, aerosol cans, or fragile items
- Large band or orchestra instruments
- Large athletic items, including lacrosse sticks and hockey sticks
- **Balloons of any kind. Some students may have allergies!**
- Items that may become projectiles

Student Expectations

- Use the buddy system or stay with a group when waiting at the bus stop or walking to and from school. It's safer and more fun to be with friends.
- Walk in well-lit areas and never take shortcuts.
- Say **NO!** if someone you don't know offers you a ride. If they continue to bother you, turn and run in the opposite direction.
- **Always** tell your parents or trusted adult if a stranger tries to talk to you or pick you up.
- Trust your instincts. If someone makes you feel scared or uncomfortable, get away as fast as you can and tell a trusted adult.
- If a stranger tries to follow you on foot or tries to grab you, run away, scream and make lots of noise. The last thing a dangerous stranger wants is a lot of attention.

Never speak to strangers or accept a ride from anyone you don't know, even if the stranger tells you it's an emergency.

- Never get close to an unfamiliar car.
- Never give your name or address to a stranger.

Parents

- Please note that bus times may be affected by traffic and weather conditions. Our drivers will make every effort to arrive safely at all bus stops at the assigned times. All bus stop times are estimated and are subject to change or adjustment as needed.
- Every effort will be made to notify you of bus delays greater than **10 minutes**. If a bus is delayed, it is recommended that students wait a reasonable amount of time (20 minutes) at the bus stop prior to returning home.
- Students are to board the bus at their assigned stops unless prior arrangements have been made.
- If you are dropping off or picking up your child at the bus stop, please park on the same side of the street as the bus, without blocking the stop location or interfering with the safe arrival or departure of the bus.
- If you are dropping your child off at their bus stop, please ensure that your child is outside of the vehicle and waiting to board the bus prior to arrival.
- Do not let your child exit your vehicle in the middle of a street or intersection.
- Once the bus has departed the stop location, do not attempt to chase or catch up to the bus for any reason.
- Please be mindful and considerate of other drivers and pedestrians that may be present in the area of the bus stop.
- If your child or children are the only student(s) assigned to the bus stop and will not be riding that day, please notify the transportation center at **(248) 726-5925** as soon as possible prior to the scheduled pick-up time. If your child fails to ride for three consecutive days without proper notification, the bus will not return to the stop until the transportation center has been contacted, requesting reinstatement.
- Know the time and location of your child's scheduled pick-up and drop-off.
- Keep all animals away from loading and unloading areas.
- Please ensure your child is aware of and follows all [Student Code of Conduct](#) rules on the bus.
- For kindergarten students: Please make arrangements for a designated person to be present at drop-off time.

For parents who drive their children to school

- Please drive with extreme care and caution on and around school grounds.
- Do not enter designated bus loops at any school building while buses and/or students are present.
- There are designated parent pick-up loops at each school. Please familiarize yourself with the locations. Call the transportation office at **(248) 726-5925** with questions.

Parking of Vehicles on School Property

Only staff, school volunteers, and students in possession of a valid parking permit may park on school property during school hours.

Loitering Policy

Rochester Community Schools buildings are considered closed campuses while school is in session. Community members are not permitted in school buildings or at outdoor facilities during the school day. Students are to leave the school property at the end of day unless they are staying for a school-sponsored event.

Technology



Rochester Community Schools believes that the internet offers unique resources for students, administrators and teachers. The district provides internet access and technology resources to students and staff to promote educational excellence by facilitating resource sharing, innovation and communication. All district technology resource users are required to sign a Technology Resources Use Agreement and to abide by the terms and conditions of the district's acceptable use agreement. For more information, please visit the [technology services page](#) on the district website.

Student Consequences for Violating Acceptable Technology Use Agreement

Students who violate the [District's Acceptable Technology Use Agreement](#) may have their use privileges suspended or revoked, or may be subject to other disciplinary measures, as provided for by the [Student Code of Conduct](#), or legal action.

Chromebooks

RCS is committed to being a 1:1 district, providing every RCS student with equitable access to a device. We are pleased to offer Chromebooks to all K-12 learners. Upon enrollment to the district, students and parents/guardians agree that the person who is being loaned a Rochester Community Schools device shall follow district policies and regulations. It is also agreed that this equipment is to be used by an RCS student for school/educational purposes only. This means

students should not be using their school Chromebook to access non school-related websites and resources.

Students should keep their Chromebook charger at home and bring their fully charged device to school each day.

Chromebook support is available at every school media center for students who need assistance. Please visit the [technology webpage](#) for at-home troubleshooting.

Lost/Stolen/ Damaged Device

Families and students are responsible for the care of RCS-issued devices during and after school hours. Damage and loss can occur at any time. Families and students are responsible for repair and replacement of the devices regardless of when the damage or loss occurred.

Device Damage Assessment

Cracked Screen; Motherboard	\$130
Charger Replacement	\$40
General Repairs	\$25
Lost Device	\$300

Acceptable payment methods are check, credit card and cash. Checks can be payable to Rochester Community Schools.

Electronic Device Use Protocol for Statewide Testing

Students are required to only use district-provided electronic devices during testing sessions. Students are not permitted to access personal, non-testing electronic devices when in an active testing session or while on break.

Student Passwords

System security shall be protected through the use of passwords. Each user is responsible for maintaining the privacy of his/her password to avoid unauthorized access and/or inappropriate use. To protect the integrity of the school network system, the following guidelines shall be followed:

1. Users shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another user's name.
3. Users shall update their passwords on a regular basis.

ParentVUE/ StudentVUE

ParentVUE is an essential tool for families, allowing parents/guardians to monitor their student's academic progress, attendance, assignments, grades, course history and other educational information anytime, day or night.

StudentVUE is an online portal for students to access grades, communications and educational information. Teachers update data at different times; updates may not be instantaneous.

Please note the following.

- ParentVUE and StudentVUE can be accessed through the app or website at: <https://rcsvue.rochester.k12.mi.us>.
- Each parent/guardian of record will receive a ParentVUE activation letter via email. This letter will guide you through accessing and setting up ParentVUE.
- New families to the district with students who begin in the fall will receive their activation letters in August.
- You may update your phone and email information in ParentVUE by clicking on the "My Account" tab.
- Annual schedules, transportation, lunch and teacher information will be available in late August.
- The ParentVUE support email is: rcsvuehelp@rochester.k12.mi.us.
- Students can log in to their StudentVUE account using their district username and password.
- Students should contact their teacher with questions about grades in StudentVUE.

Personal Electronic Devices

The school district reserves the right to prohibit the possession or use of personal electronic devices on school district property or at school district-related functions. For purposes of this policy, "personal electronic device" means a privately owned device that is used for audio, video or text communications.

Middle school students are permitted to use personal electronic devices only as follows:

- Before and after the regular school day
- As directed or permitted by administrators, a teacher or other professional staff member for educational purposes

High school students are permitted to use personal electronic devices only as follows:

- Before and after the regular school day
- During the student's scheduled lunch time and passing time
- As directed or permitted by administrators, a teacher or other professional staff member for educational purposes

Students may possess personal electronic devices on their person, but the devices must be powered off and kept out of sight in backpacks, purses or lockers except during the situations mentioned above.

Building administration may develop regulations to further control student possession and use of personal electronic devices.

Family Technology Support Website

The family tech support website is designed to provide RCS students and families with tips and resources to navigate digital learning tools and environments. Students and families are encouraged to visit this website for [technology support and resources](#).

Student Conduct

RCS Academic Integrity Agreement

Rochester Community Schools has high expectations for students and hopes that students have equally high expectations for themselves and their classmates. Students are reminded that all of their work should reflect their own efforts and ideas. Work from other sources must be credited accurately. Unless directed by the teacher, students must assume all assignments are to be done individually. Remember – your honor and character are more valuable to you than any grade.

The following are all examples (but not limited to) of academic dishonesty:

1. Copying a classmate's homework or class work for any subject or class.
2. Allowing a classmate to copy work from any subject or class.
3. Disclosing test or quiz questions or answers to classmates.
4. Looking at a classmate's paper or discussing/sharing answers during independent work time, quizzes, tests, labs or lab reports.
5. Looking at/taking answer keys from a teacher without permission.
6. Turning in /taking credit for an assignment you did not do yourself, excessive revision by tutor or parent or that has been submitted and graded in a previous class.
7. Using electronic devices (including cameras, flash drives, cellular phones or other communication/data devices) to gain answers or knowledge of assessments in advance, either for personal use or distribution.
8. Copying, paraphrasing or cutting and pasting without properly giving a source credit. This is regarded as plagiarism. See your teacher for details for citing and crediting sources at each grade level. Taking credit for someone else's ideas (passing off the work of others from print resources or the internet as your own) without properly listing the source is prohibited. This includes text, audio, video, artwork and images and is considered the intellectual property of the original author.
9. Using resources that are not permitted by the teacher. Examples may include Sparknotes®, Cliffsnotes®, calculator memory, on-line translators, formulas, Wikipedia®, etc.
10. Forging signatures on grade reports or contracts.
11. Sharing digital files with another student or using a digital file created by someone else and submitting it as your own work.
12. Having another person write an assignment or research paper for you or accessing one from an online source already completed.

Consequences for academic dishonesty may include (but are not limited to) one or more of the following:

- A zero on the task assignment (such as test, quiz, projects, etc.) regardless of point value
- Parent contact and/or conference
- Referral to administration for step system placement

Students must sign the [RCS Academic Integrity Agreement](#) each school year and agree:

- That you understand all of the above are examples of academic dishonesty.
- That you understand the seriousness of academic dishonesty and the consequences for it.
- To be academically honest with your teacher, your classmates and yourself.

RCS Respect Code

[The RCS Respect Code](#) states that Rochester Community Schools will provide a district climate that prohibits acts of harassment or bullying, and eliminates prejudice and discrimination.

All Rochester Community School District members have the right to be:



Safe

All individuals are entitled to a physically, emotionally and intellectually safe learning and work environment. It is our responsibility to address discriminatory statements and actions.



Valued

All individuals are entitled to be valued. Various customs, lifestyles, and backgrounds contribute to an enriched learning environment.



Respected

All individuals are entitled to be treated equitably. Education increases awareness and understanding and promotes human dignity.

District Equity Statement

Rochester Community Schools is committed to providing an equitable education that prepares all students for an interdependent, evolving world. We believe in a unified culture of belonging for all. We recognize that systemic inequities exist that create educational equity gaps among various identity groups, specifically those who have been marginalized. Through a multifaceted approach of inclusion, we commit to creating opportunities and access, protecting the well-being of all, eliminating barriers, and educating within a safe environment where all individuals are valued, respected, included, welcomed, and acknowledged.

Rochester Community Schools Dress Expectations

Equitable guidelines and expectations help keep our school environment inclusive, positive, healthy and safe.

Dress code core values

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming.
- Students have the right to be safe, valued and respected.
- Students and staff are responsible for managing their personal distractions.
- Students should not face unnecessary barriers to school attendance.

Students must wear a top, a bottom and footwear.

- Student dress may not be pornographic, contain threats, or promote illegal or violent conduct.
- Student dress may not demonstrate hate group affiliation or use hate speech (targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other identity groups).
- Student dress may not intentionally show private parts.
- Student dress may not cover the student's face to the extent that the student is not identifiable (except clothing/headgear worn for a religious or medical purpose).
- Student dress may not demonstrate gang association/affiliation.

Attire worn in observance of a student's religion is not subject to this policy.

Violations will result in consequences outlined in the Student Code of Conduct step system. If a student is sent to the office, a parent will be contacted. A repeat violation of dress code guidelines will result in placement on the step system.

Student Code of Conduct

The [Student Code of Conduct](#) will apply to student behavior on school premises, while en route to and from school, at school-district related events, as well as to off-campus behavior, to the extent the off-campus behavior is likely to or does substantially disrupt district academic or extracurricular activities or programs, or the extent the district is legally required to consider the off-campus behavior, such as criminal sexual conduct and cyberbullying.

The Student Code of Conduct is a cooperative effort of students, teachers, parents and administration that sets forth the rules and regulations that govern the students' involvement with the academic and social programs of Rochester Community Schools. All members of the school community will experience an environment where they are safe, valued and respected.

It is important to note that each school community has an established set of positive student behavior expectations. The purpose of the Student Code of Conduct is to present guidelines for responsible student citizenship, and to provide a consistent, systematic approach to addressing violations of these expectations which may arise in the school setting. The immediate objective of school discipline is to allow for student growth in abilities, attitudes and habits, which are essential to the personal and collective learning environment. Restorative practices will be utilized as a teaching method to repair harm, resolve conflict and restore positive community culture.

Additionally, Rochester Community Schools are bound by the requirements held within The Family Educational Rights and Privacy Act (FERPA) of 1974. FERPA is a federal law establishing an array of confidentiality rights for students and families. This law is required to be upheld by all school employees. Under FERPA, a school may not generally disclose personally identifiable information from a minor student's education records, including discipline and consequences, to a third party unless the student's parent has provided written consent.

The partnership between home and school is vital in the development of each student. Parents should review this code with their student(s). Parental knowledge and cooperation in following the guidelines set forth in this Student Code of Conduct will help to sustain an exceptional learning environment for every student.

Proactive measures

School administrators should take necessary action to assist the student to modify inappropriate behavior prior to the use of punitive measures. Such corrective measures may include, but are not be limited to the following:

- Counseling by school personnel
- Parent/student/teacher conference
- Referral to a building special services team for evaluation
- Recommend consideration of a health examination and evaluation
- Recommend consideration of outside services, public or private
- Detention
- Transfer to other rooms or classes within the building
- Involvement in a school or community intervention program if available
- Restorative practices:
 - Restorative circle including necessary parties involved in the disciplinary incident.
 - A restorative practices disciplinary plan created through collaboration between necessary parties in order to repair harm, educate and resolve conflict in the learning community.
- Loss of activity privileges
 - Building administrators may suspend students from participating in or being present at extracurricular activities.

- Sponsors of activities, including coaches, have full authority to determine who shall be participants in a given situation, but they may remove a student from a given activity only on the basis of predetermined rules which have been approved by the principal or appropriate administrative personnel. Parents and students are to be made aware of school rules or regulations affecting specific activities prior to the beginning of the activity.
- Students under school suspension shall refrain from entering school property without prior permission from school authorities.
- Students under suspension shall not participate in or be present at school functions.
- Nothing in this policy is intended to limit a teacher or sponsor in exercising authority requiring a student to leave a particular activity when that student's behavior violates board policies or school rules. A report of misconduct of such a student and the action taken by the teacher or sponsor shall be reported to the appropriate school administrator at the earliest possible opportunity, not later than the beginning of the next school day.
- Closed class
A closed class is the denial of the right to attend a class or classes on a temporary basis during a time when a matter of immediate concern is being resolved. Classes may be closed by a school administrator for a period not to exceed five days. Permanent closing of a class may result if all established school procedures fail to modify student behavior.
 - A closed class may be imposed only after following the procedure applicable to short-term suspension.
 - The student will be notified by the proper administrator that a class or classes are closed, the reason for the closure, and what must be done prior to reentry to the class.
 - Parents of students having classes closed for a period in excess of one day will be notified by mail.
 - A parent/student/administrator conference shall be held prior to permanent class closure.
- Social probation
At times, students may demonstrate habitual discipline problems involving persistent disobedience and class disruption. When efforts to affect a change in behavior, including parent contact, have been tried and the student's behavior continues to disrupt the educational progress of others, it may be necessary to place the student on social probation. During the period of social probation, the student will be given assignments but will not be able to attend any RCS activities or events or be on any RCS property for the duration of the social probation.
 - The student will be made aware of the social probation procedures, the reason for being considered for probation and the steps necessary for removal from probation and re-entry into the regular school program.

- A student may be placed on social probation only after following the procedure applicable to short-term suspension.
- Written notice outlining the specific violations and the conditions of social probation will be forwarded to the student, parent, or guardian by mail prior to the actual placement.
- A committee made up of teachers, a counselor and a school administrator shall be appointed by the principal/designee, to serve as a social probation committee. The purpose of this committee is to monitor the progress of the student and to make recommendations as to future status. If the academic program is recommended, the student will follow a program similar to the following:
 - The student will be given one week's assignments, books and supplies and will be expected to remain out of school for one week.
 - At the end of one week, an appointment will be made for the student to turn in finished work, meet with teachers to be advised of necessary work, and receive the next week's assignments. The student will, in addition, be seen by the counselor and remain out of school for one more week.
 - At the end of the second week, the student will return all completed work, along with a written explanation of why he or she should be allowed back into a regular program. The entire committee will meet to evaluate the work and to determine whether the student should return to school.
 - The student may be returned to a regular class schedule for an additional two-week probationary period or be required to return home for an additional two-week period.
 - If the student is returned to school for the probationary period, the committee shall meet at the end of the two weeks to evaluate the student's progress. The probation may be lifted or continued. In all cases where the probation is continued, or the student is returned home for an additional period, the parent and student shall be made aware of the rationale for such action. In cases where the committee feels it is necessary, the process may be reinitiated.
 - Students will be given full credit for work completed and for credits earned during this period.
 - It may be necessary under certain circumstances to recommend additional support agencies to assist in affecting a desirable change during the period of social probation.
 - A written record of all aspects of the case will be documented and will reflect all steps taken by the school.
- Teacher-imposed suspension

The following Safe School Amendment was enacted by the Michigan Legislature and was effective as of July 5, 1999. Teacher suspension rights, the misconduct that warrants a teacher-imposed suspension is: repeated failure by a student to follow classroom rules. The teacher-imposed suspension does not take the place of the Student Code of Conduct.

Teachers will have the option to refer students to the office for disciplinary action by the administrator. The following procedures are to be followed by the teacher imposing the student suspension:

- The student will be sent to the office or designated area for supervision.*
- The teacher will report the suspension to the designated administrator.
- The teacher will contact the parent or guardian and schedule a conference to discuss the suspension.*
- The conference will be scheduled before or after school or during the teacher's conference or lunch hour.
- Whenever possible, a school counselor, school psychologist or school social worker will be invited to attend the conference.*
- An administrator will attend the conference upon the request of the teacher or parent or legal guardian.
- The teacher will report the outcome of the conference to the designated administrator.
- The conference should be held prior to subsequent teacher-imposed suspensions.
- The student will be given missed class work or assigned homework upon his/her return from suspension.

* Required by the Michigan Compiled Law 380.1309. This policy does not diminish the due process rights under federal law of a student who has been determined to be eligible for special education programs and services.

Disciplinary Step System

The **Disciplinary Step System** is designed to:

- Provide for clearly stated, advance knowledge to all students, parents and staff members of the course of action to be taken in handling disciplinary matters.
- Provide consistency in the administration of disciplinary action.
- Provide students with the opportunity to modify behavior.
- Provide a program that is progressive (moderate to most severe action).

The Disciplinary Steps

Step 1: Administrative conference with the student.

Step 2: Administrative conference with student and parent or guardian.

Step 3: One-day (short-term) suspension. *

Step 4: Three-day (short-term) suspension. *

Step 5: Five-day (short-term) suspension. *

Step 6: Short-term suspension (10 days) and/or social probation. *

Step 7: Recommendation for long-term suspension and/or expulsion.

Step 8: Recommendation for expulsion.

*Days are school days, not calendar days.

- At the discretion of the administrator and/or separate board policies addressing specific disciplinary actions, a student may be placed on any of the steps indicated under each code of conduct violation depending on the severity of the incident.
- At the discretion of the administrator and/or separate board policies restorative practices may be used to supplement or modify placement on the step system.

Step System Administration

The step system should be administered under the following conditions:

- Step system placement will include conference with student and parent/guardian notification, review of Student Code of Conduct and possible subsequent action for further infractions.
- All appropriate corrective action shall be taken either prior to or concurrently with the administration of any disciplinary action. Corrective actions may include: student behavior contract, loss of privileges, restorative justice, personal reflection, community service or alternate consequence such as detention.
- Once a student is placed on the step system, the student may move to succeeding steps for each subsequent occurrence of misconduct at administrative discretion. Steps assigned will be proportionate to the severity of the misconduct.
- Student placement on the step system shall be reduced one step for each consecutive 45 school days at the high school level and 30 school days at the elementary and middle school levels without misconduct requiring disciplinary action as described in this code.
- Students who are placed on the step system in the prior school year will return to the beginning of Step System placement. However, consequences to be served resulting from the prior school year Step placement will be served within the first two-week period of the new school year.
- In compliance with the law and in cooperation with school resource officers, some Student Code of Conduct infractions may be reported to law enforcement.

Record of Student Code of Conduct Infractions

Matters of student suspension and/or expulsion (step 3-8) shall be maintained in a student's permanent record (CA60), and shall be transferred to any other private or public school in which the student may seek enrollment. Disciplinary records may be deleted upon graduation with the exception of expulsion for possession of dangerous weapons, arson, criminal sexual conduct or the physical assault of a staff member, student, visitor, volunteer or contractor.

Student Code of Conduct Infractions

The Board of Education hereby establishes the following categories of misconduct, which may result in suspension or expulsion from Rochester Community Schools. These categories are descriptive of the most obvious types of misconduct and are not to be construed as an exclusive list or limitation upon the authority of school officials to address any other types of conduct which

interfere with the proper functioning of the educational process. These categories also apply to infractions committed in a prior school/district.

1. **Failure to follow approved school and classroom rules** which are consistent with board policies and administrative procedures including academic integrity.

Elementary - After a minimum of three but not more than five infractions for which remedial or corrective measures have been taken and recorded (one of which will be a parent contact), a student will be placed on step 1.

Middle School - Step 1-3

High School - Step 1-3

2. **Insubordination, disrespect or disregard** of verbal instruction or direction of school personnel.

Elementary
Step 1-2

Middle School
Step 1-2

High School
Step 1-3

3. **Defiance** - Open persistent defiance of the authority of a staff member.

Elementary
Step 2

Middle School
Step 2-3

High School
Step 2-4

4. **Closed campus** - All students must have permission to leave the school building during regular school hours.

Elementary
Step 1-3

Middle School
Step 2-3

High School
Step 2-3

5. **Unauthorized entry, trespassing/loitering, excessive tardies, skipping class** - Act of being in an unauthorized place, lingering aimlessly, occupying bathroom stall with other student(s) in or about school, refusing to leave when directed to do so by school personnel, exceeding the district tardy guidelines, or skipping a class period(s).

Elementary
Step 1

Middle School
Step 2-3

High School
Step 2-4

Forced Entry

Middle School
Step 3

High School
Step 3-5

6. **Assault** - Verbal assault against students, district employees, volunteers or contractors - or a threat of bodily harm coupled with an apparent immediate ability to commit the same and which puts a person in a reasonable apprehension of such bodily harm.

Elementary

Middle School

High School

Step 1-7

Step 3-7

Step 3-7

7. Larceny/petty theft

- a. Any theft of money or personal or public property valued at less than \$5.

Elementary
Step 2-3

Middle School
Step 2-3

High School
Step 2-3

- b. Any theft of money or personal or public property valued at \$5 or more and/or any theft involving unlawful entry, including lockers, desks, etc.

Elementary
Step 3-6

Middle School
Step 3-6

High School
Step 3-6

- c. Possession of property reported stolen to school authorities having a value of less than \$5. Return of property or if damaged, restitution recommended.

Elementary
Step 2-3

Middle School
Step 2-3

High School
Step 2-3

- d. Possession of property reported stolen to school authorities having a value of more than \$5.00. Return of property or if damaged, restitution recommended.

Elementary
Step 3-6

Middle School
Step 3-6

High School
Step 3-6

- e. Sale or purchase of stolen property including the purchase of items markedly below normal retail prices. The student is responsible for knowing the source of the purchased property.

Elementary
Step 2-6

Middle School
Step 3-6

High School
Step 3-6

8. Extortion/blackmail

- a. Obtaining money, property or favors as a result of intimidation without use of a weapon as defined under the dangerous weapons entry.
- b. Gambling - Playing or betting on a game of chance, a contest or other event with the hope of gaining some personal or financial advantage.

Elementary
Step 1-3

Middle School
Step 2-3

High School
Step 3-4

- 9. **Offensive speech/displays** – Speech, communication or displays that tend to disrupt the orderly conduct of the educational process.

- a. **Indecency**, the act of offending commonly recognized standards of good taste including the use of vulgar acts, obscenities or inappropriate displays of affection or sexual contact, or symbols.
- b. **Illegal messages**, displays which advocate or glamorize behaviors that are illegal for students, such as alcohol use, drugs, tobacco, use of gang affiliation, etc.
- c. **Display, possession, distribution** or sharing of any drawings, graphics, video or printed material of an obscene nature.
- d. **Violation** of Rochester Community Schools dress or clothing expectations.

Incidental, not specifically directed toward another person.

Elementary Step 1-3	Middle School Step 1-3	High School Step 1-4
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Directed toward another person, which has the tendency to disrupt the orderly conduct of the educational process.

Elementary Step 1-3	Middle School Step 1-4	High School Step 1-6
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10. **Harassment** - The act of verbal or physical behavior or written or electronic communication which:

- a. Involves an **expressed or implied threat** to personal safety including stalking.
- b. Has the effect of **interfering** with an individual’s participation in the curricular or extracurricular activities of the school district.
- c. Involves **unwelcome sexual advances or requests for** sexual favors, or other verbal or nonverbal sexual innuendos or obscene gestures.
- d. Creates an **intimidating, hostile or offensive school** environment which would adversely affect either the performance or psychological well-being of a student or staff member.

Elementary Step 1-4	Middle School Step 1-7	High School Step 1-7
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11. **Fighting** - The act of physical bullying or quarreling, including bodily contact, in and on school property, going to and from school, including any activity under school sponsorship, i.e., dances, athletic events, field trips, etc. In a spontaneous incident, if one student initiates physical contact and the other student does not respond with physical contact, the second student does not have to be placed on the step system.

Physical assault against another student: intentionally causing or attempting to cause physical harm to another through force or violence.

- a. **Incitement** -The act of inciting or prompting others to action.

	Elementary Step 1-3	Middle School Step 1-5	High School Step 1-7
b. Spontaneous incident			
	Elementary Step 1-3	Middle School Step 2-7	High School Step 2-7
c. Planned, prearranged fight			
	Elementary Step 4	Middle School Step 4-7	High School Step 4-7
d. Mob action – Disturbance of the peace by several persons assembled and acting with a common intent.			
	Elementary Step 4	Middle School Step 4-7	High School Step 4-7
e. Gang fighting – Three or more students involved in the same fight.			
	Elementary Step 5	Middle School Step 5-7	High School Step 5-7
f. Physical assault against school district employees, volunteers or contractors – intentionally causing or attempting to cause physical harm to another through force or violence.			
	Elementary Step 2-7	Middle School Step 8	High School Step 8

12. Possession or use of ammunition, fireworks and explosives

- a. **Fireworks and explosives** including stink bombs, bomb bags and bottle bombs.

Elementary Step 2-7	Middle School Step 2-7	High School Step 2-7
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- b. **Possession or use of explosives or incendiary devices** that have potential to do great bodily harm or great physical damage.

Elementary Step 8	Middle School Step 8	High School Step 8
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- c. **Possession or use of matches or lighters**

Elementary Step 1-3	Middle School Step 2-3	High School Step 2-4
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13. Possession or use of controlled substances, drug paraphernalia, alcoholic beverages or over-the-counter drugs or medications

- a. Controlled substances (drugs) - Shall include marijuana, cocaine, steroids, heroin, or synthetic marijuana and those substances included within (or exempted from) 7212 through 7229, inclusive of the Michigan Substance Abuse Act or any successor thereof, MCLA 333.7212 through 333.7229, inclusive.*
- b. Drug paraphernalia - Instruments that aid in the administration of controlled substances such as, but not limited to: a smoking pipe, rolling papers, syringes, alternative smoking devices, eliquid and electronic cigarettes.
- c. Alcoholic beverages
- d. Over-the-counter drugs or medications
- e. Alternative substances - Substances that can be used as mood-altering agents, such as, but not limited to K2, "spice," bath salts, etc.
- f. Any medication requiring a prescription

Elementary

- Step 2-4

Middle School and High School - 1st offense

- Step 2-5
- Recommended involvement in intervention program for students and parents and possible police involvement.

Middle School and High School - 2nd offense

- Step 5-6
- Recommended involvement in intervention program for students and parents, and mandatory police involvement.

Middle School and High School - 3rd offense

- Step 7
- Recommended professional evaluation to determine treatment needs and mandatory police involvement.

***Alternative Disciplinary Action** – Rochester Area Youth Assistance programs may be offered as an intervention, if available.

14. Sale or supplying alcohol or other prohibited products - The act of selling, supplying or arranging for the sale or supply of alcoholic beverages or other prohibited products, including but not limited to e-cigarettes and vapor pens, or hookah pipes and oils, to another person on school property, in school-owned vehicles or at school events.

Elementary - 1st Offense

- Step 3-7

Elementary - 2nd Offense

- Step 6-7
- Advised that professional evaluation would be helpful to determine treatment needs and mandatory police involvement.

Middle School and High School - 1st Offense

- Step 6-7
- Recommended professional evaluation to determine treatment needs and possible police involvement.

Middle School and High School - 2nd Offense

- Step 6-7
- Recommended professional evaluation to determine treatment needs and mandatory police involvement.

15. **Controlled substances** - Delivery or receipt of controlled or alleged controlled substances as set forth in Article 13. The act of, or the intent of, delivering, receiving, purchasing, selling, supplying or arranging for the delivery, receipt, purchase, sale or supply of controlled or alleged controlled substances on school property, in school-owned vehicles or at school events.

Elementary

- Step 6-7

Middle School and High School

- Step 7
- Recommend professional evaluation to determine treatment needs and mandatory police involvement.

Delivery of over-the-counter drugs or medications - The act of selling, supplying or arranging for the sale or supply of over-the-counter drugs or medications on school property, in school-owned vehicles or at school events.

Elementary
Step 1-4

Middle School
Step 2-7

High School
Step 3-7

16. **Tobacco/nicotine** - Possession or use of nicotine product, electronic smoking device, e liquid, smoking or smokeless tobacco, or any other smokeless paraphernalia while on school property, in school-owned vehicles or at school events.

Elementary
Step 2-4

Middle School
Step 2-4

High School
Step 2-5

17. **Negligence** - Damage to the school or personal property through carelessness or inappropriate behavior. Restitution must be made in addition to the following:

Elementary Step 1-4	Middle School Step 2-4	High School Step 2-4
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Malicious mischief - Damage to the school or personal property through vandalism or defacing. Restitution must be made in addition to the following:

Elementary Step 1-7	Middle School Step 2-7	High School Step 2-7
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Negligence/failure to report - A student shall not fail to report to an administrator or teacher a fact, incident or condition that may threaten the health, safety or welfare of district personnel, guests, students or property. Regardless of any reports made to an outside source or hotline, students are expected to report such information to an administrator.

Elementary Step 1-4	Middle School Step 2-6	High School Step 2-6
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18. **Forgery** - The act of fraudulently using, in writing or verbally, the name of another person or falsifying times, dates, grade, address, absences or other data pertaining to the school.

Elementary Step 1-4	Middle School Step 1-4	High School Step 1-4
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19. **Threats of school violence** - The act of making a threat (verbal, written or electronic) to cause harm to another person or to property.

Elementary Step 5-7	Middle School Step 5-7	High School Step 5-7
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20. **Fire alarms** - Tampering with a fire alarm box or system or firefighting equipment.

Elementary Step 1-4	Middle School Step 2-4	High School Step 5
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Setting off a false fire alarm

Elementary Step 1-4	Middle School Step 6-7	High School Step 6-7
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21. **Electronic communication devices**

- a. No student shall possess, display, record or distribute inappropriate information on cellular phones, laptops, or other electronic communication devices on school property or at a school-sponsored event.

- b. Students may not possess, display, record or distribute video, audio or images of staff, students or educational materials without the consent of all parties involved.
- c. Students may not use any electronic communication device in any way that is disruptive to the educational process.

Elementary
Step 1-7

Middle School
Step 1-7

High School
Step 1-7

22. Weapons - Possession or use of weapons not defined under Section F-1 of this code, in a school building, on school premises or in school-owned vehicles. The term weapons shall mean any object or instrument, the principal use of which is to inflict injury or physical harm upon the person or the use of which may result in pain or suffering. The term weapons shall also include a facsimile of objects or instruments which are weapons. The term weapons shall additionally include an object or instrument which is not in and of itself a weapon as defined above, but where the possession or use is coupled with an intent by a student to inflict injury or harm upon another person.

Elementary
Step 2-7

Middle School
Step 3-7

High School
Step 3-7

23. Infraction of school rules not covered by any other misconduct offense.

Elementary
Step 1-7

Middle School
Step 1-7

High School
Step 1-7

24. Consumption or under the influence - Consumption or under the influence of alcoholic beverages, alleged drugs or inhalants without a prescription on school property, in school-owned vehicles or at school events. Controlled substances shall include marijuana, cocaine, steroids, heroin and those substances included within 7212 through 7229, inclusive of the Michigan Substance Abuse Act or any successor thereof, MCLA 333.7212 through 333.7229, inclusive.*

Elementary

- Step 2-4

Middle School and High School - 1st offense

- Step 2-5
- Recommended involvement in intervention program and possible police involvement.

Middle School and High School - 2nd offense

- Step 5-6
- Recommended involvement in intervention program and mandatory police involvement.

Middle School and High School - 3rd offense

- Step 7
- Recommended professional evaluation to determine treatment needs and mandatory police involvement.

***Alternative Disciplinary Action** – Rochester Area Youth Assistance programs may be offered as an intervention, if available.

25. **Bullying** - Bullying is characterized by, but not limited to, deliberate hurtful behavior or behavior that produces fear in others. As opposed to normal peer conflict, bullying is often repeated over a period of time, and it is difficult for those being targeted to defend themselves.

- a. Intimidation – Intimidates individual or groups on any basis including race, ethnic background, religion, gender, sexual orientation, national origin, physical or cognitive disability.
- b. Physical – Hitting, kicking, taking belongings, inappropriate gestures or acts.
- c. Direct communication – Verbal, written or electronic name calling, taunting, teasing, insulting, intimidating remarks, sarcasm or prejudicial comments.
- d. Indirect communication – Spreading rumors about someone with malicious intent, excluding someone from social groups.
- e. Hazing - Any willful act committed individually or by a group for the purpose of subjecting a person to humiliation, intimidation, physical abuse, threats of abuse, shame or disgrace as a rite of passage to join a group. Permission, consent or assumption of risk by an individual subjected to hazing does not lessen this prohibition.

Elementary Step 1-5	Middle School Step 1-7	High School Step 1-7
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26. **Electronic tampering** - Any unauthorized use, misuse or access of any of the school district’s electronic equipment including, but not limited to, voice and video equipment, computers or use of the internet. Reference will be made to the [Rochester Community Schools Acceptable Technology Use Agreement](#) and classroom rules which may apply in cases of this misconduct. For all levels restitution and repair or replacement of damaged property, and/or removal of computer privileges and possible loss of credit for the course may be expected.

Elementary Step 1-5	Middle School Step 2-7	High School Step 2-7
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- a. Connection of any non-authorized device to hardware or the network.

Elementary Step 1-3	Middle School Step 2-4	High School Step 3-5
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- b. Downloading of software/programs without staff authorization.

Elementary	Middle School	High School
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Step 1-2	Step 2-3	Step 2-5
c. Engaging in any activity which potentially or intentionally compromises network security.		
Elementary Step 3-4	Middle School Step 3-7	High School Step 5-7

27. Discriminatory harassment- A student shall not engage in harassment relating to a person’s sex, sexual orientation, gender identity, race, ethnicity, national origin, language, religion, body image, socioeconomic status, (dis)ability, or other identities. This includes anything threatening, insulting or dehumanizing in gesture, use of technology (including social media) or written, verbal or physical conduct directed against a student or a group of students or a school employee that: places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property; has the effect of interfering with a student’s educational performance, opportunities, or benefits, or an employee’s work performance; or has the effect of disrupting the orderly operation of a school.

Elementary Step 1-7	Middle School Step 1-7	High School Step 1-7
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Acts of student misconduct, which will result in recommendation for expulsion

Pursuant to state and federal law, the Board of Education established the following categories of misconduct, which will result in expulsion from Rochester Community Schools.

40. Dangerous weapons - Possession or use of dangerous weapons in a school building, on school grounds or in a school-owned vehicle. The term “dangerous weapon” shall mean a firearm (including a starter gun) or any device which will or is designed to or may readily be converted to expel a projectile by the action of an explosive. Also, any destructive device or any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device; a dagger, stiletto, knife with a blade over three inches in length, or pocket knife opened by a mechanical device; an iron bar or brass knuckles; or any other weapon as set forth in 18 USC Section 921.

Elementary Step 8	Middle School Step 8	High School Step 8
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41. Arson - In a school building, on school grounds or in a school-owned vehicle.

Elementary Step 8	Middle School Step 8	High School Step 8
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42. Criminal sexual conduct - In a school building, on school grounds or in a school-owned vehicle.

Elementary
Step 8

Middle School
Step 8

High School
Step 8

43. Physical assault - Against school district employees, visitors, students, volunteers, or contractors.

Grade 6 and above - Step 8

Short-term suspensions

A short-term suspension is the denial of a student's right to attend school. A short-term suspension may be one to 10 school days.

- If an in-school suspension program exists, at the discretion of building administration, it may be utilized as an alternative to out-of-school suspension. If a student is serving an in-school suspension, the student is responsible for bringing his/her school work for the day and will receive credit for assigned work completed in this program. Students are expected to remain on task and be productive.
- Students serving suspensions will not be able to attend any RCS activities or events or be on any RCS property for the duration of the suspension.
- A principal or designee (hereafter "building administrator") has the authority to impose a short-term suspension based upon misconduct.

Procedures -Suspension of 10 school days or less.

- As a general rule, prior to any suspension of the student, the building administrator shall conduct an informal hearing and provide the student with the following due process:
 - The building administrator shall inform the student of the charges against him/her, and, if the student denies the charges, the administrator shall provide the student with an explanation of the evidence the administrator possesses.
 - The student shall be provided an opportunity to explain to the administrator his/her version of the facts.
- If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the building administrator may immediately remove a student from school pending investigation, and as soon thereafter as is reasonable, provide the student with his/her due process rights as set forth in the subparagraphs above.
- If, after providing the student with his/her due process rights, the administrator determines that the student has engaged in a prohibited act under this Student Code of Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed 10 days. The principal or designee shall inform (in person or by phone) the student's parent/guardian of the suspension and the reasons and conditions of the suspension.

- A district Notice of Suspension is to be completed, with copies shared to the parent/guardian, the counselor and the student's file.
- During a short-term, out-of-school suspension, the student will be given the opportunity to complete school assignments. The following conditions will apply:
 - A request for homework will be initiated by the building administration.
 - The student or parent has the responsibility for obtaining the assignments from the school.
 - The assigned homework must be completed and ready to turn in upon the returning to school. Additional time may be granted by a building administrator and the teacher for extenuating circumstances.
 - Specific labs and activity-based assignments will be available to the student at the teacher's discretion. If unassigned, the lab or activity will not count against the student's grade.

Appeal procedures

- Should the student and parent or guardian request a review regarding the suspension, that review shall be held before the building administrator. During the appeal process, the administrator has the right to remove the student pending investigation. Appeals will be heard for placement at steps 5-6. There is no review for placements at steps 1-4.
- If the building administrator decides that the student's presence in school would present a danger to the student her/himself, or to other students, school personnel or the educational process, then the student shall be suspended out of school pending the decision of the district hearing officer. If the student would not present a danger as described above, the student may be returned to school pending the decision of the district hearing officer.
- A review at the building level shall be held within three (3) school days of the suspension unless the parents request a delay. A delay may be granted for as long as one week. If a review hearing does not occur within a week, the disciplinary action will go into effect.
- The building administrator is the final level of appeal on short term suspensions, except in cases where the principal was the suspending administrator or a witness against the student. In such cases, the appeal shall be directed to the Discipline Hearing Officer or designee whose decision shall be final.

Recommendation for long-term suspension or expulsion

A long-term suspension or expulsion is the denial of a student's right to attend school, be present on school grounds and attend any school function for a period in excess of 11 or more school days. Students suspended for more than 11 school days but less than 30 may complete assignments for credit during the length of the suspension. Students suspended for longer than thirty (30) school days may obtain general course work, but it will not be graded for credit. Expulsion is the total and permanent exclusion of a student from the Rochester Community School District.

The district hearing officer, appointed by the superintendent/designee, has the authority to impose a long-term suspension or an expulsion based upon misconduct.

Procedures - Suspension for 11 or more school days and expulsion.

If the building administrator recommends a suspension for 11 or more school days or if expulsion is warranted and the district hearing officer, appointed by the superintendent/designee, agrees with the administrator's decision, the student and the parent(s) or guardian(s) shall be notified in writing of:

- the charges against the student
- the recommended disciplinary action
- a hearing to be held before the district hearing officer as soon as is practical, ideally within 10 days
- the time, place, location and procedures to be followed at the hearing
- the right to appeal any decision of the district hearing officer if an expulsion recommendation is upheld.

Appeal procedures

- A hearing before a district hearing officer will be held for the purposes of determining the truth or falsity of the charges against the student and if the charges will be represented at the hearing by an attorney or other adult. Written or oral evidence may be presented at the hearing on behalf of the student.
 - The student and/or his/her parent(s) or guardian(s) may notify the school district that they waive their right to a hearing before a hearing officer by signing the Disciplinary Hearing Waiver. In such a case, the building administrator's recommended disciplinary penalty shall be imposed.
 - The district hearing officer may amend the principal's charges upon motion of the building administrator, student, parent(s) or guardian(s), or amend the charges upon his/her own motion to conform to the evidence presented at the hearing. Additionally, the district hearing officer may impose a greater or lesser penalty than that imposed or recommended by the building administrator.
- If the building administrator decides that the student's presence in school would present a danger to the student her/himself, or to other students, school personnel or the educational process, then the student shall be suspended out of school pending the decision of the district hearing officer. If the student would not present a danger as described above, the student may be returned to school pending the decision of the district hearing officer.
- The district hearing officer's decision shall be given verbally to the student and parent(s) or guardian(s) not later than two business days after the close of the hearing. A written decision shall be mailed no later than four business days after the close of the hearing. These timelines, however, may be changed by the hearing officer due to extenuating circumstances.
- The district hearing officer's decision shall be final on all long-term suspensions.
- If the district hearing officer's decision is expulsion, the student and/or his/her parent(s) or guardian(s) may appeal the district hearing officer's decision to the expulsion appeal panel.

To request an appeal, the student or parent(s), within five days of receipt of the decision, must petition the superintendent. The petition shall be in writing and contain the reasons that the decision should be reviewed.

- The expulsion appeal panel will consist of three Board of Education members and one building administrator from a high school, middle school and elementary school in which the student is not enrolled, along with the superintendent or designee.
- The decision of the expulsion appeal panel will be final on all expulsions.

Readmission after long-term suspension

- Following a long-term suspension, the student shall not be readmitted to any school within the Rochester Community School District, except by action of the superintendent/designee. After the student's absence from school for the specified time, the student or the parent or guardian may seek readmission by applying to the superintendent/designee. The superintendent/designee may readmit the student if he/she can satisfactorily demonstrate a sincere effort at rehabilitation subsequent to the long-term suspension and will not represent a threat to the safety and welfare of the students in Rochester Community Schools.
- The superintendent/designee shall base his/her decision in part on the severity of the incident leading to the long-term suspension. The superintendent/designee may further qualify readmission upon specified conditions, which he/she determines are appropriate. An application for readmission shall be filed with the superintendent/designee prior to the term for which readmission is sought. If, as a result of the recommendation for long-term suspension, the parents and/or guardian voluntarily withdraw the student from school, the student shall follow the long-term suspension readmission procedure.
- If the student fails to uphold the specified conditions for readmission set forth during the readmission hearing, the superintendent/designee's decision regarding the student's enrollment in Rochester Community Schools is final.
- The Superintendent/designee may also require restorative steps in order to reestablish community culture following the district's commitment to restorative practices.

Readmission after expulsion

The student and/or his/her parent(s) or guardian(s) may petition to return to Rochester Community Schools under Section 1311 of the revised school code.

Attendance & Truancy

School attendance has a positive impact on a student's academic success. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day.

The law in Michigan governing compulsory attendance requires a parent, legal guardian, or other person having control or charge of a child aged six to 16 to send the child to school during the entire school year, except under the limited circumstances specified in subsection (3) of section 380.1561. A child who was 11 years old on or after December 1, 2009 or who was 11 before that date and entered grade 6 in 2009 or later shall attend school from age 6-18. The exceptions include, but are not limited to sending the child to a state-approved, nonpublic school or educating the child at home in an organized educational program. Although the compulsory school attendance law does not apply to children under the age of six, a child who is at least five years of age by December 1 of the school year and is a resident of a school district which provides kindergarten is entitled to enroll in the kindergarten [MCL 380.1147].

Reporting absences

Parents or caregivers are expected to report any absence and/or early dismissal to the attendance office or through ParentVUE.

Additional Policies

Notice of Nondiscrimination

Rochester Community Schools does not discriminate on the basis of race, color, religion, national origin, creed or ancestry, age, sex, marital status, height, weight, familial status, arrest record or physical and mental disabilities in accordance with the Elliot-Larson Civil Rights Act (ELCRA) MCL 37.2206, Persons with Disabilities Civil Rights Act (PWCRA), MCL 37.1206, Title II, Title VI, and Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment Act of 1972, the Age Discrimination in Employment Act and the Immigration Reform and Control Act of 1986 (8U.S.C., Section 1324A Et. Seq.) and Section 504 of the Rehabilitation Act of 1973. In addition, individuals will not be excluded from, or be denied, the benefits of participation in any program or activity for which the Board of Education of the Rochester Community School District is responsible.

Rochester Community Schools has designated the following individuals as Compliance Coordinators at 52585 Dequindre Rd., Rochester, MI 48307. Title II and Section 504 – Students: Pasquale Cusumano, Assistant Superintendent of Secondary and Adult Education, (248) 726-3131; Equal Employment Opportunity/Section 504 for non-students: David Murphy, Assistant Superintendent of Human Resources, (248)726-3118; Title IX Coordinator: David Murphy, Assistant Superintendent of Human Resources, (248) 726-3118.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Rochester Community Schools, with certain exceptions, obtain a parent or guardian's written consent prior to the disclosure of personally identifiable information from their child's educational records. Rochester Community Schools may disclose appropriately designated directory information without written consent, unless the parent or guardian has advised the district otherwise in accordance with district procedures. This process enables the district to include information from a child's records in certain school publications. Some examples of the use of directory information are school district publications such as the Community Update, articles about student accomplishments, yearbook photos and athletic features.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories that include names, addresses and telephone listings, unless a parent or guardian has

advised the LEA that they do not want their student's information disclosed without their prior written consent.

If a parent or guardian does not want Rochester Community Schools to disclose directory information from a child's educational records, the parent or guardian must notify the district in writing.

Rochester Community Schools has designated the following information as directory information:

- Student's name
- Name(s) of the student's parent(s)/guardian
- Student's address
- Student's telephone number
- Student's date of birth
- Student's grade
- Student's participation in recognized activities and sports
- Awards received by student
- Weight and height of member of student teams
- Student's photograph
- Previous school district(s) attended by the student prior to enrollment in Rochester Community Schools

Videotape/audiotape/photograph

Student photographs include videotaping of events such as concerts, plays or other performances. Videos may be broadcast on the district cable television access stations: Channel 19 for Comcast; Channel 15 for Wide Open West (WOW), as well as on RCS social media, Vimeo, You Tube and the RCS website.