Rochester Community Schools

Student & Family Handbook

2026-2027







ROCHESTER
COMMUNITY SCHOOLS
PRIDE IN EXCELLENCE

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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









ROCHESTER COMMUNITY SCHOOLS
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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

In Rochester Community Schools (RCS), elementary teachers deliver literacy instruction through a Comprehensive Literacy Approach rooted in the Science of Reading. This evidence-based framework ensures that instruction is systematic, explicit, and aligned with how the brain learns to

read. By integrating these core components, students develop skills along a developmental continuum, building a firm foundation for lifelong literacy.
Our instruction focuses on the five essential pillars identified by the National Reading Panel, often visualized through Scarborough's Reading Rope.

- **Phonemic Awareness**: Training the ear to recognize and manipulate individual sounds (phonemes) in spoken words. This is the precursor to successful phonics instruction.
- **Systematic Phonics**: Explicitly teaching the relationship between letters (graphemes) and sounds. Students follow a planned sequence to decode words accurately and fluently.
- **Fluency**: Developing the ability to read text with speed, accuracy, and proper expression (prosody), which serves as the bridge between word recognition and comprehension.
- **Vocabulary**: Expanding the "mental dictionary" through direct instruction and wide reading, ensuring students understand the meaning of the words they decode.
- **Comprehension**: The ultimate goal of reading. We teach students to actively engage with text, using background knowledge and linguistic text structures to extract meaning.

By combining high-quality, research-backed materials with teacher expertise, RCS ensures that every student builds upon previous learning to become a joyful, proficient, and confident reader.

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 is based on the Michigan K-12 Standards for Science. Science education for grades K-5 is designed to be a student-centered journey of inquiry, moving from basic observations of the physical world to a more sophisticated understanding of complex systems. This hands-on approach, collaborative approach aligns with practices by scientists and engineers in the field. Rather than just memorizing facts, students engage in hands-on discovery to build essential life skills. The curriculum focuses on:

- Scientific Inquiry: Planning and conducting investigations to answer "how" and "why."
- Collaborative Problem Solving: Working in teams to communicate findings and solve human-centric problems.
- Modeling: Creating physical or conceptual representations to explain phenomena, such as weather patterns or ecosystems.
- Analogical Thinking: Using natural structures (like plant parts) to inspire engineering solutions for human challenges.

Social Studies
Instruction in social studies is based on the 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.

The C3 Inquiry Arc

- Dimension 1: Developing Questions: Instead of memorizing dates, students start with a compelling question (e.g., "Was the American Revolution avoidable?").
- Dimension 2: Applying Disciplinary Tools: Students use the "big four" lenses of social studies to analyze the question:
    - Civics: How do people govern themselves?
    - Economics: How do people use resources?
    - Geography: How does the environment shape culture?
    - History: How does the past inform the present?
- Dimension 3: Evaluating Sources & Using Evidence: Similar to other disciplines where students gather evidence as in science, students gather evidence from primary sources (letters, maps, artifacts) to build an argument.
- Dimension 4: Communicating Conclusions & Taking Informed Action: Students share their findings and, ideally, apply them to real-world civic problems.

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 physical education program helps students build confidence, responsibility, and healthy habits that support lifelong wellness. Through movement, games, and teamwork, students develop physical skills, learn how their bodies move, and practice important concepts such as teamwork, sportsmanship, safety, and problem-solving. Students work toward becoming proficient movers as they develop fundamental movement patterns, coordination, and body awareness. We strive to create a positive environment where every child can grow, participate, and discover activities they enjoy for life.

Art
The Kindergarten through Fifth Grade art program is built around six core units of study that are revisited and expanded upon each year. Students explore, observe, experiment, and create

artwork using the elements of art, including line, shape, form, color, texture, and value. Throughout each unit, students are also introduced to the principles of design; pattern, balance, movement, rhythm, contrast, emphasis, and unity and how to apply them in their work. Lessons incorporate multicultural perspectives and art history to help students understand and appreciate art from a variety of cultures and time periods.

Students also develop thinking and learning behaviors aligned with the Eight Studio Habits of Mind including developing craft, engaging and persisting, envisioning, expressing, observing, reflecting, stretching and exploring, and understanding the art world. In addition, students develop critical thinking skills through the use of art technology, helping prepare them for future learning and innovation.

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.

Positivity Project
Students engage in The Positivity Project, a research-based PreK–12 character education curriculum. Grounded in positive psychology's 24 character strengths, P2 lessons are taught to build character and create connected school communities.

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 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 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 (Composition/Literature)	(1 credit)	Grade 11
	Language Arts 12 (Composition/Literature)	(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 (Class of 2028 and beyond)			**3.0 Credits**
Including:	Biology	(1 credit)	Grade 9
	Required Science credit from Options below	(2 credits)	Grades 10-12

- Option 1: Physics (1 year) AND Chemistry (1 year)
- Option 2: Physical Science Physics (½ year), Physical Science Chemistry (½ year), *Earth and Space Science (½ year), AND Science Elective (½ year)
- Option 3: Chemistry (1 year), Physical Science Physics (½ year), AND *Earth and Space Science (½ year)
- Option 4: Physics (1 year), Physical Science Chemistry (½ year), AND *Earth and Space Science (½ year)

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
- 3D Art Exploration
- Advanced Ceramics
- Advanced Digital Design
- Advanced Drawing and Painting
- Advanced Marketing
- Advanced Multimedia Communication (10 & 11)
- Advanced Photography
- Advanced Video Production
- Advanced Woodworking
- AP Art & Design
- AP Business Operations with Personal Finance
- AP Capstone
- AP Computer Science A
- AP Computer Science Principles
- AP Cybersecurity
- AP Research
- AP Seminar
- Architecture 1-4
- Business Functions and Operations
- Ceramics
- Chamber Choir
- Child Development
- Chorale
- Computer Operations in Business
- Computer Modeling & Animation
- Computer Programming 1 & 2
- Concert Band
- Concert Choir
- Concert Orchestra
- Creative Writing
- Cuisines of the World
- Digital Design
- Drawing/Painting
- Educational Careers
- Engineering Design 1-4
- Exploring Music
- Fashion Design
- Foods and Nutrition
- Fundamentals of Digital Art Media
- Guitar
- Independent Living
- Interior Design
- Jazz Band
- Jewelry/Metals
- Journalism & Multimedia Communications
- Marching Band
- Marketing and Advertising
- Mechanical Drafting/ Design 1 & 2
- Medical Careers
- Men's Choir

- Merchandising Lab/ School Store
- Music Theory
- Oral Communications
- OSTC
- Photography
- Robotics 1 & 2
- Sculpture
- Small Business Management & Entrepreneurship
- Student Council
- Summer Music Theater
- Symphony Band
- Symphony Orchestra
- Tenor/Bass Choir
- Theater 1 & 2
- Treble Choir
- Video Production
- Virtual Enterprise Capstone
- Web Design & Social Media
- Wind Ensemble
- Woodworking
- Yearbook

Health and Physical Education **1.0 Credits**

Students take a .5 credit health class with a .5 credit PE activity course (i.e. PE Sports Activities, Personal Fitness)) to fulfill the 1.0 credit requirement.

Personal Finance **0.5 Credits**

Beginning with the graduating class of 2028 , all RCS students must fulfill a 0.5-credit Personal Finance requirement, which can be satisfied through the Economics course, or by taking the Personal Finance elective. Subsequently, the total credit requirement for graduation will increase to 22.5 credits.

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**

CLASS OF 2027	
Required Credits	**18**
Electives	**4**
Total Minimum Credits Required	**22**

CLASS OF 2028	
Required Credits	**18.5**
Electives	**4.0**
Total Minimum Credits Required	**22.5**

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 waive 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:

- Establish program goals and objectives for pupil knowledge and skills that are likely to reduce the rates of sex, pregnancy, and sexually transmitted diseases. This subdivision does not prohibit a school district from establishing additional program goals and objectives that are not contrary to this section, section 1169, or section 1507b.
- Review the materials and methods of instruction used and make recommendations to the board of the school district for implementation. The advisory board shall take into consideration the school district's needs, demographics, and trends, including, but not limited to, teenage pregnancy rates, sexually transmitted disease rates, and incidents of student sexual violence and harassment.

- At least once every 2 years, evaluate, measure, and report the attainment of program goals and objectives established under subdivision (a). The board of a school district shall make the resulting report available to parents in the school district. §380.1507(5a)

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

Academic Distinction

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 the 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, World Religions, International Relations, 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 sponsored 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. 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)

Oakland Schools Technical Campuses (OSTC) are designed for any student who wants to graduate high school with industry certifications, on-the-job experiences, business connections, and college credits. OSTCs are valuable extensions of our district high schools and bring students customized, self-directed learning that guides them toward future career success. The goal of our OSTCs is to help students find the best program fit for their interests, experiences and goals.

Programs offered at OSTC

Automotive Technology

Engineering/ Robotics/ Mechatronics

Collision Repair and Refinishing

Computer Programming

Construction Technology

Cosmetology

Culinary Arts/Hospitality

Entrepreneurship and Advanced

Health Sciences

Machining

Marketing

Welding

21F Online Courses

To serve the various needs of students, online learning is offered through Rochester Community Schools when appropriate. 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. Online courses are provided by Imagine Learning Instructional Services instructors who are certified in the content area who work remotely to provide content-area support, monitor students' progress, grade assignments and assessments, and communicate with students. Classes are completely virtual, asynchronous and self-paced. Students enrolled in online courses must follow the academic policies, timelines, and course requirements set by the vendor.

Not all courses provided by the vendor are available to RCS students. Additionally, not all online courses meet the rigor of RCS courses from a credit or graduation requirement perspective and are subject to administrative approval. For students who wish to participate in athletics through the NCAA, it's important to work with your child's counselor to ensure that selected online courses are NCAA approved.

All students enrolled in an online course are assigned a teacher mentor at their home school that is available to monitor student progress. 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 in the content area.

The 21f course application is available on the RCS website under Secondary Curriculum, 21f Courses. Parents who wish to enroll their child in this learning option must submit their request before the scheduling deadline. Should you have additional questions about online learning opportunities, please contact your child's counselor.

Virtual Learning at the Oakland Virtual Learning Academy Consortium (VLAC)

Rochester Community Schools offers a virtual learning option for students in grades K-12 through a partnership with the Oakland Schools Virtual Learning Academy Consortium (Oakland VLAC). Oakland VLAC is an asynchronous home-based virtual learning program for students in grades kindergarten through 12th grade. Students access their coursework online and are able to work on their own schedule. The RCS/VLAC partnership is for K-12 students wanting a full-time, fully virtual learning experience. Hybrid or part-time schedules are not permitted. However, students attending VLAC are eligible to participate in athletics or extracurriculars at their RCS home school.

RCS recognizes the flexibility that virtual classes may provide for students and families managing various personal circumstances, health considerations, or unique learning needs.Recognizing that every student and family situation is unique, it's important to carefully consider the following factors when exploring Oakland VLAC as an alternative to in-person learning:

- Has the student fully explored the resources and opportunities available at their assigned Rochester Community Schools middle or high school and/or the learning options at the RCS Alternative Center for Education (ACE)?
- Is the student motivated and equipped for the self-directed nature of asynchronous online learning?
- Are parents/guardians able to actively support the student's engagement in an asynchronous online learning environment?
- For students with an IEP, how will their individualized education program goals be effectively addressed and met through the VLAC program?
- Does VLAC align with the student's education plan and provide an appropriate pathway towards both graduation and their post-secondary aspirations?

Student Expectations as VLAC Online Learners:

- Two-way interactions are a requirement of the Oakland VLAC program to record student attendance. Students must complete a weekly attendance interaction with the student's mentor teacher(s). Students must communicate with their VLAC course teachers and/mentor teachers if attendance interactions are missed or if they fall behind in completing assignments according to pacing guides.
- Weekly interactions may be conducted through the Google Classroom platform, text messaging, phone call, or video call.
- Students must log in daily to online classes and complete assigned tasks according to the coursework pacing guide provided for each class.
- Students should spend approximately 6 hours per day on coursework.
- Students must complete required state and local testing requirements for their grade level (iReady, PSAT, M-STEP, etc.). These tests take place in-person at the VLAC campus in Waterford, MI.

Application, Admission, and Continuing Enrollment:
To enroll at VLAC, families must first review and complete the RCS/VLAC Application and Guidelines. This can be requested from your child's counselor or school administrator. Applications are reviewed by that school's administrator and designated team who will then notify students and their families in writing of their application status. Once approved by the building team, families will be invited to complete the official enrollment steps with VLAC.

If a student is approved to attend Oakland VLAC for the entire school year, a mid-year review will be conducted to evaluate the student's academic progress in the virtual learning setting. RCS will collaborate with Oakland VLAC staff to review the student's grades, attendance, assessment scores, and other relevant data to determine if the student is demonstrating success. If applicable, a review of interventions or supports that have been provided to the student will also be reviewed.

At the time of application, students and families can review the grade, attendance, and testing conditions that are associated with demonstrating success in a virtual learning environment.

Should it be determined that a child is not demonstrating success in a virtual environment, the building administrator or counselor will notify the family of the child's return to in-person learning at the home building beginning the next semester (secondary) or trimester (elementary).

For more information, visit the Oakland VLAC web page.

International Academy

The International Academy (IA) is a public, tuition-free high school featuring a rigorous and engaging International Baccalaureate curriculum that serves students in grades 9-12. RCS students who attend the IA and wish to participate in athletics or marching band can do so at their assigned Rochester Community Schools High School. However, transportation to the IA is not provided by RCS.

Rochester Community Schools participates in the consortium of local districts that send students to the IA-Central Campus. 8th Grade Students who are interested in enrolling in IA should contact the Central Campus or visit their website to attend an enrollment information night and complete an application.

Each district who participates in the consortium has an agreed upon number of seats for their students. The available seats for RCS students is 35. Students who complete and submit the application to the IA before the annual deadline will be added to an admissions lottery, held in February, to announce which students were selected to attend the IA. The 35 students selected in the lottery, as well as the first 20 students on the wait list, then are invited to demonstrate math competence by attending a math assessment session.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. In Rochester Community Schools, work-based learning includes a variety of career-connected experiences such as guest speakers, career-focused field trips, entrepreneurial projects, job shadowing, internships, and clinical rotations that allow students to explore careers and apply classroom learning in real-world settings. These opportunities help students build professional skills, connect with industry partners, and better understand potential career pathways. Find our WBL Continuum and more information here: Rochester Community Schools Work Based Learning.

Dual Enrollment

Effective April 1, 1996, Public Act 160 and Public Act 258 of 2000 created the Postsecondary Enrollment Options Act, commonly referred to as dual enrollment, where students grades 9-12 take college or university courses while in high school. These are courses not offered at the student's high school or that cannot fit into their schedule. This law directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities. Courses can be taken in person at a college campus or online, but RCS does not provide transportation to college campuses for dual enrollment.

Eligibility Considerations:
When selecting dual enrollment courses, students should carefully review course descriptions, prerequisite requirements, class meeting times and schedules, and tuition costs to identify which courses best suit their needs and goals. In addition, students are encouraged to research transfer credit equivalencies to determine if the dual enrollment credits transfer to other colleges and universities that the student may wish to attend in the future.

- Any college course that is already offered by Rochester Community Schools is ineligible, including courses equivalent to an RCS AP course. High school courses take precedence over entry-level college courses 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.
- A student may be approved to take a course offered by the school district if there is a scheduling conflict beyond the eligible student's control.
- Any Career and Technical Education (CTE) program or course that is already offered through the school district, intermediate school district, or area vocational-technical programs (such as OSTC, Business, Drafting, or Child Development) is not eligible for dual enrollment. Students who exhaust the CTE offerings of their field within RCS or partner programs may be eligible for dual enrollment in these areas.
- 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.
- Students must be concurrently enrolled in and attending at least one high school course.
- 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.

Cost of Dual Enrollment:

Depending on the college's tuition rates, some or all of the costs are covered by the district. School districts are required to pay an amount equal to the prorated percentage of the statewide pupil-weighted average foundation allowance, based on the proportion of the school year that the eligible student attends the eligible postsecondary institution. This rate is updated on the RCS Dual Enrollment form after the state budget is finalized each year.

Eligible charges include tuition and mandatory course fees, material fees, and registration fees required by an eligible institution for enrollment in the course. If the tuition rate for a course exceeds the amount that Rochester Community Schools pays based on the formula described above, the student/family is responsible for covering the remaining cost of tuition or materials. Students can inquire about scholarship opportunities to support out-of-pocket dual enrollment costs at their high school counseling department.

Please note, transportation, parking costs, or activity fees related to dual enrollment are not eligible for financial support or reimbursement.

Qualifying Test Scores:
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 ACT, PSAT,or SAT and meets the qualifying score in the appropriate subject area on one of those exams is eligible for dual enrollment.

Dual Enrollment Readiness Qualifying Assessments and Scores			
Assessment	Test Section	Content Area	Minimum Qualifying Benchmark Score
ACT	Mathematics	Mathematics	22
	Reading	Reading	21
	Science	Science	24
	English	English	18
PSAT 8/9	Critical Reading	Evidence-Based Reading and Writing	410
PSAT 8/9	Mathematics	Mathematics	450
PSAT 10	Critical Reading	Evidence-Based Reading and Writing	430
PSAT 10	Mathematics	Mathematics	480
PSAT/NMSQT 11	Critical Reading	Evidence-Based Reading and Writing	460
PSAT/NMSQT 11	Mathematics	Mathematics	510

Dual Enrollment Readiness Qualifying Assessments and Scores			
Assessment	Test Section	Content Area	Minimum Qualifying Benchmark Score
SAT	Critical Reading	Evidence-Based Reading and Writing	480
	Mathematics	Mathematics	530

The scores above have been updated by the MDE as of 2/18/2026 and are designed to be indicative of whether or not a student is ready to take post-secondary courses and succeed without remediation.

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 offered by our dedicated counseling teams.

- **Academic planning :** 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.

- **Post-secondary planning :** 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. Through individual or group counseling meetings, counselors aim to create a positive and inclusive school environment, emphasizing the importance of communication, collaboration and 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.

Library Media Program

The purpose of the school library media program at the secondary level is to continue building upon the foundation of literacy for all students. Each secondary school has a media center containing a collection of print and digital resources to support the curriculum and is staffed by a certified information literacy specialist. Instruction is provided on information and media literacy skills, such as locating and using information effectively and how to evaluate information for accuracy. The program also seeks to foster a love of literature and to create a culture that values critical thinking skills. Collaboration between information literacy specialists and classroom teachers integrates literacy skills across subject areas by reinforcing concepts through research, writing assignments, and applied learning tasks.

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
    - WIN
    - 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 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. More information can be found through our Special Education Family Handbook. 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

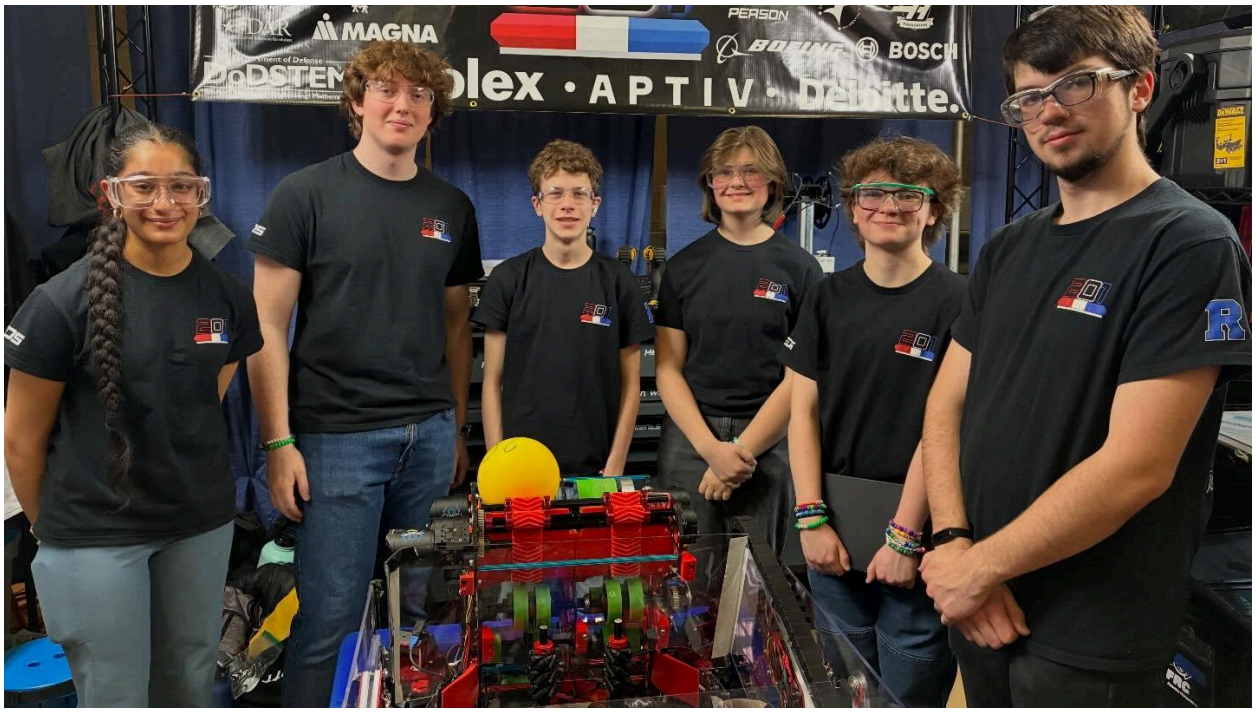
Contact school district executive administrators:

- 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 and Early Childhood Education, 248.726.3130.
    - Assistant Superintendent of Secondary and Adult Education, 248.726.3131.
    - Executive Director of Special Education, 248.726.3060.

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, classroom teacher, 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 district selection policy and process, the selection criteria used, and how selections contribute to the diversity of the collection . If the concern/complaint is not able to be resolved informally, the school's librarian, classroom teacher, 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, art club, 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: Enrichment Department Website.

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 events.

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.

For more information about the program, please visit our School-Age Care website.

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**
• Cheer, Sideline • Cross-Country • Football • Golf, Girls • Soccer, Boys • Swim/Dive, Girls • Tennis, Boys • Volleyball	• 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**
• Basketball, Boys • Basketball, Girls • Cheer (Competitive) • Ice Hockey* • Skiing (Boys/Girls together) • Swim/Dive, Boys • Wrestling	Winter I • Basketball, Boys 7th Grade • Basketball, Boys 8th Grade • Cheer (Competitive) Winter II • Volleyball, 7th Grade • Volleyball, 8th Grade • Wrestling
Spring High School	**Spring Middle School**
• Baseball • Golf, Boys • Lacrosse, Boys* • Lacrosse, Girls* • Soccer, Girls • Softball • Tennis, Girls • Track (Boys/Girls together) • Volleyball, Boys	• 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.

Name, Image, Likeness

The Michigan High School Athletic Association allows a student-athlete to earn compensation from the individual use of their personal Personal Branding Activity (PBA), including activities such as commercials, product endorsements, personal appearances, autograph or photo sessions, merchandise, sports cards, apparel sales, group licensing, personal logos, or acting as a social media influencer. These must be individual opportunities for individual student-athletes.

A student-athlete shall not use the name, logos, mascots, trademarks, or other obvious identifiers of the MHSAA or any MHSAA member school or use the facility or property of any member school. A student-athlete should not imply that the member school or the MHSAA approves of or endorses the PBA.

The student may not engage in any PBA associated with products, services, individuals, companies, or industries deemed inappropriate, unsafe, or inconsistent with the values and goals of interscholastic athletics

The student-athlete/parent/guardian is responsible for determining what, if any, effect the PBA may have on eligibility with the NCAA, NJCAA, and/or NAIA. The student-athlete/parent/guardian is also responsible for any and all student employment responsibilities and documents, tax obligations with the IRS, and any other local, state, or federal law requirements associated with such PBA.

Student-athletes are required to disclose PBA agreements to the MHSAA by submitting this Disclosure Form within seven (7) business days of any PBA agreement, contract or opportunity being finalized.

For more information, visit the RCS website.

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. Beginning October 2, 2026, students wanting to obtain a work permit must complete a CA-6 or CA-7 form and submit it to the Youth Employment Permit Portal. Local school districts no longer issue youth employment permits. Please visit the Michigan Youth Employment Website for more information.

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 security consultants provide additional support at RCS high schools and middle schools.

Health and Life-Saving Measures

Every RCS school is endorsed through the Michigan's Genetics Center- MI HEARTSafe School Award Program, reflecting the district's dedication to preparedness for life-threatening emergencies. Each building has a trained cardiac response team, with CPR/AED/First Aid certification. These life-saving measures, combined with enhanced training and accessible emergency equipment, help strengthen the response to medical emergencies and protect the well-being of all individuals in RCS school communities.

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.

To access these forms, please visit our Volunteer Forms section on our district website.

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 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.

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 merge health, wellness and safety support with optimizing educational achievement. 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)

A Medical Action Plan (MAP) and a completed medication administration authorization form (one form per each medication), provide the district with required licensed health care provider authorization and parental consent, which allows school staff to provide routine, urgent and emergency care. These services may include medication administration, first aid, medical/rescue 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 medical care progresses beyond the limits of the school, 911 will always be called

Medication Policy

Administration of Medication by School Personnel and Storage
According to provisions within administrative regulation 2007, school district personnel will not administer medication to students except according to this regulation and standard school procedures. The parent or guardian must submit a request to administer prescription or non-prescription medication to the building administrator on a form signed by both the parent and the student's physician. Upon approval by the building administrator, medication administration during school hours will be permitted only when failure to do so will jeopardize the health of a student, or the student would not be able to attend school if the medication or treatment were not available during school hours. Medications will be secured by lock, with the exception of non-obstructed access to student prescribed quick relief asthma medication, epinephrine (auto-injectors or other delivery systems), insulin, glucagon, hydrocortisone sodium succinate or school stock epinephrine and naloxone. 911 will be called if emergency rescue medication is given for the treatment of seizures, severe allergic reaction/anaphylaxis, adrenal crisis, or severe hypoglycemia.

Administration of Stock Epinephrine Auto-Injectors and Opioid Antagonists
According to provisions within administrative regulation 2007, the school district maintains at least two functioning epinephrine auto-injectors and at minimum, one dose of naloxone, at each school building it operates. Designated staff members who have been trained in accordance with these procedures are required to administer epinephrine 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. 911 will be called if this stock medication is administered.

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 Henry Ford Health (previously Ascension Providence Rochester Hospital). The school nurse program has remained an integral resource in supporting frontline nursing care for students and provides professional nursing support to district/ building administration, school staff and parents. School buildings typically manage health care needs according to their unique environments, and also have access to specialized 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 Division (OCHD) and the State of Michigan on all transitional kindergarten and kindergarten students, seventh grade students and newly enrolled RCS students from 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 Division 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 Division at 800-848-5533**

Dental Screening

Dental screening is required for kindergarten students. RCS will accept new student enrollments without the dental screening, but families are asked to submit verification to the school once it is obtained. Dental, hearing and vision screenings can be completed by a family physician or the Oakland County Health Division. A copy of the Dental Screening form can be located on the Enrollment page of the RCS website. **Oakland County Health Division at 800-848-5533**

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 bouts of diarrhea 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 healthcare 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 2006.
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 beginning.

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 (M.D. or D.O) certifying a medical condition that requires that the student be confined to the home or hospitalized during regular school hours for five or more consecutive school days. This includes individuals in psychiatric hospitals, substance abuse centers or those placed in other medical facilities by parents or medical practitioners. Documentation must include an anticipated end date or reevaluation 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 Website)
- Rochester Area Neighborhood House (Website)
- Oakland County Health Division (Website)
- Michigan Department of Health & Human Services (Website)

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 2026-2027 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.

E-Bike and E-Scooter Restrictions

Safety is always our priority. Riding electric bicycles or electric scooters is prohibited on RCS property. Dismount and walk electric devices immediately upon entering district grounds.

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.
- For any issues a student may experience on the bus, the driver should be the first point of contact—similar to how a teacher would be approached in the classroom. Students are encouraged to communicate directly with the driver when boarding or exiting the bus, or at an appropriate time during the ride, to ensure their concerns are addressed promptly.

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.

On special schedule days such as half days or late starts, parents should always refer to the district calendar for accurate information. Transportation follows the same district calendar and will not be sending separate reminder communications.

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.
- A parent, guardian, or designated adult (including an older sibling) must be present to receive students in grades TK through Kindergarten, as well as most special needs students. These students cannot be released from the bus without an appropriate individual present.

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.

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 Usage 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 and support is available through our ParentVUe/ StudentVUE website.
- 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

Rochester Community Schools wireless communications device guidelines are governed by Board Policy 2006.

Definition of a wireless communications device

- Wireless communications device refers to an electronic device capable of text messaging, voice communication, entertainment, navigation, accessing the internet, sending and receiving photos and videos, or producing email. A basic telephone would not be considered a wireless communications device.
- Wearable technology includes the use of smartwatches (e.g., Apple Watches, Gizmo Watches, Garmin smartwatches, etc.), personal Bluetooth earbuds/headphones, and artificial intelligence eyewear.
- Basic telephone refers to a device primarily used for voice calling that cannot support third-party applications, except those preinstalled, and does not support access to internet platforms via applications or web browsers.
- School grounds refer to a building, playing field, or property used for functions and events sponsored by a school, but would not include a building used primarily for adult education or college extension courses.

Wireless Communications Device Guidelines by Learning Level

Elementary School:

- Students are not permitted to use a wireless personal communication device during school day.

- Students are not permitted to use wearable technology during the school day.

Middle School:

- Students are not permitted to use a wireless communication device during the school day, unless permitted by the teacher for instructional use only.
- Students are not permitted to use wearable technology during the school day.
- Students are permitted to use a wireless communication device before and after school.

High School:

- Students are not permitted to use a wireless communication device during classroom instruction, unless permitted by the teacher for educational use only.
- Students are not permitted to use wearable technology during the school day.
- Students are permitted to use a wireless communication device during passing time, lunch, and before and after school.

Disciplinary actions

For students who do not comply with the Rochester Community Schools wireless communications device policy, the following disciplinary actions will be taken:

- First offense: A verbal warning or a directive to put the device away.
- Second offense: Confiscation of the communication device by the teacher or administration until the end of the school day.
- Repeated offenses: Confiscation, where a parent or guardian is required to physically come to the school to retrieve the device, a parent-teacher conference, and/or a Code of Conduct infraction.

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.

Rochester Community Schools Generative Artificial Intelligence Guidelines

Rochester Community Schools recognizes the transformative potential of Artificial Intelligence (AI) and is committed to fostering a learning environment where innovation thrives alongside the purposeful and ethical use of AI.

We recognize that generative AI technology is a relatively new and rapidly evolving field. This guidance will be revised over time to reflect any additional changes. The goal of our guidelines is to promote AI's educational benefits, foster AI literacy, and equip our community with the skills to navigate AI while upholding academic integrity in the learning environment.

- The RCS Generative AI Guidelines provide best practices and acceptable use, which establish the type and level of AI allowable in an academic environment.
- Any use of AI in the classroom or on class assignments must align with teachers' instructions and the Generative AI Appropriate Use Scale.
- The use of all AI tools is subject to the terms of the District's Acceptable Use Agreement. Student use of such tools, even when off-campus, may be subject to the terms of the Student Code of Conduct.
- The creation and distribution of deepfakes or other AI-generated content that violates the Student Code of Conduct (e.g., bullying, harassment, defamation, impersonation) are strictly prohibited.
- Violations of this administrative regulation or the Generative AI Guidelines may result in disciplinary action in accordance with the Student Code of Conduct and district policies on academic dishonesty.

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.

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 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: Josh Wrinkle, 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:

- A student´s name, address, and telephone number;
- A student´s school photograph;
- A student´s birth date;
- A student´s participation in School District related programs and extracurricular activities;
- A student´s academic awards and honors;
- A student´s height and weight, if a member of an athletic team;
- A student´s honors and awards; and
- A student's dates of attendance and date of graduation.

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