



BENSENVILLE
SCHOOL DISTRICT 2

STUDENT HANDBOOK

GUIDE TO PROGRAMS, POLICIES
AND SERVICES

2023-2024

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Quick References

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August 16.....	First Day of school
September 4.....	Labor Day - no school
September 15.....	Teacher Institute - no school
September 27.....	First Trimester Mid-Term
October 9.....	Columbus Day - no school
October 19.....	Professional Development Day - no school
October 20.....	Parent-Teacher Conferences - no school
November 10.....	End of First Trimester
November 20.....	Teacher Institute Day - no school
November 21.....	Professional Development Day - no school
November 22-24.....	Thanksgiving Break - no school
December 21- January 8.....	Winter Break - no school
January 15.....	Martin Luther King Day - no school
January 16.....	Second Trimester Mid-Term
February 16.....	Parent/Teacher Conferences - no school
February 19.....	Presidents' Day - no school
February 28.....	End of Second Trimester
March 1.....	Teacher Institute Day - no school
March 25 - March 29.....	Spring Break - no school
April 1.....	Non-Attendance Day - no school
April 18.....	Third Trimester Mid-Term
May 27.....	Memorial Day - no school
May 30.....	Last Day of School (if no emergency days are needed)
May 31 - June 6.....	Emergency days

District Directory

Educational Administration Center

210 S. Church Road
 Bensenville, IL 60106
 630-766-5940 | 630-766-6099 (fax)
 Hours: Monday-Friday, 7:30 a.m. - 4 p.m

Board of Education

- **Robert Laudadio**, President
- **Marisol Leyva**, Vice President
- **Jacqueline Dye**, Secretary
- **Lori Parthimos**, Treasurer
- **Victoria Gonzalez**, Member
- **Anita Miller**, Member
- **James Stoltman**, Member

Administration

- **Dr. Katie McCluskey**, Superintendent of Schools
- **Cindy Snyder**, Administrative Assistant to the Superintendent/Clerk of the Board of Education
- **Paul Novack**, Chief Financial Officer

- **Dr. Anne Paonessa**, Assistant Superintendent of Teaching and Learning
- **Dustin Berman**, Assistant Superintendent of Student Services
- **Edgar Palacios**, Director of Multilingual and English Learners
- **Shannon Steen**, MTSS & Assessment Coordinator
- **Rubi Ortiz**, Curriculum Coordinator
- **Christy Poli**, Birth-to-Three & Pre-Kindergarten Coordinator
- **Tammy Hoeflinger**, Human Resources Coordinator
- **Tim Waldorf**, Community Relations Coordinator
- **Lara Schwarz**, CARE Coordinator and Community Liaison
- **Claire Cooper**, Director of Transportation
- **Greg Jones**, GCA Manager - Buildings and Grounds
- **Pam Laguna**, Sodexo General Manager - Food Services

School Directory

Blackhawk Middle School

250 S. Church Road
Bensenville, IL 60106
630-766-2601 | 630-766-7612 (fax)

- **Dr. Perry Finch**, Principal
- **Concetta Caringella**, Assistant Principal of Curriculum, Instruction & Assessment
- **Jamie Hogue**, Assistant Principal of Social Emotional Learning

Hours:

- 7:45 a.m. Students enter building
- 7:50 a.m. Instruction begins
- 2:55 p.m. Dismissal

Attendance Line: 630-766-2601, voice mail box #4

Tioga School

212 W. Memorial Road
Bensenville, IL 60106
630-766-2602 | 630-766-4114 (fax)

- **Jeff Kersten**, Principal
- **Amber Soike**, Assistant Principal

Hours:

- 8:05 a.m. Students can enter for breakfast
- 8:35 a.m. Teachers receive students
- 8:40 a.m. Instruction begins
- 3:20 p.m. Dismissal

Attendance Line: 630-766-2602, voice mail box #2

W.A. Johnson School

252 S. Ridgewood Avenue
Bensenville, IL 60106
630-766-2605 | 630-595-3609 (fax)

- **Carlos Patiño**, Principal
- **Saul Melendez**, Assistant Principal

Hours:

- 8:05 a.m. Students can enter for breakfast
- 8:35 a.m. Teachers receive students
- 8:40 a.m. Instruction begins
- 3:20 p.m. Dismissal

Attendance Line: 630-766-2605, voice mail box #2.

Bensenville Early Learning Center

212 W. Memorial Road
Bensenville, IL 60106
630-766-2602 | 630-766-4114 (fax)

- **Christy Poli**, Birth-to-3 & Pre-Kindergarten Coordinator

Hours:

- Morning: 8:30 a.m.-11 a.m.
- Afternoon: 11:45 a.m.-2:15 p.m.

Attendance Line: 630-521-2039

Tuesday Dismissal Times for Students

Schools dismiss early each Tuesday to provide time for staff in-service.

- Students in Grades K-5 dismiss at 2:25 p.m.
- Students in Grades 6-8 dismiss at 2 p.m.
- Morning Pre-Kindergarten: 8:30 a.m.-11 a.m.
- Afternoon Pre-Kindergarten: 11:45 a.m.-2:15 p.m.

Welcome to Bensenville School District 2

About District 2

Bensenville School District 2 serves about 2,200 students from Bensenville, Wood Dale, and Addison in two elementary schools and one middle school. All District 2 students live within the boundaries of Fenton High School.

About this Handbook

This handbook is a summary of the rules and expectations for BSD2 schools, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website at www.bsd2.org/policies, or at the District 2 office located at 210 S. Church Road in Bensenville, Illinois.

Our Mission

Igniting a lifelong desire to learn and succeed in an ever changing world.

Our Vision

Our Vision is to be an exemplary school system that empowers individuals to engage, grow and succeed.

Our Beliefs

- The whole child is at the heart of all decisions.
- We value and invest in exemplary, dedicated educators.
- The curriculum is relevant, innovative and promotes rigor to fuel a passion for lifelong learning.
- Instructional practices engage and optimize the unique learning style of each child.
- Collaborative relationships are developed and nourished across school, family and community.

Our Strategic Priorities

** Diversity and social emotional well-being will be incorporated in all decision-making and strategic priorities.*

- We will engage all students with diverse learning experiences from an appropriately aligned and challenging curriculum.
- We will develop and maintain a positive climate and culture to meet the needs of all stakeholders.
- We will hire, retain and support exemplary staff.
- We will ensure effective use of resources through fiscal planning and responsiveness.

General Information

Enrollment & Registration

Online registration for returning students is conducted in April through the District's PowerSchool student information system, and it requires parents to create PowerSchool Parent Portal accounts. Online resources and webinars to help parents create and use their PowerSchool Parent Portal accounts are available at www.bsd2.org/powerschool.

Parents of students registering for the first time with Bensenville Elementary School District 2 must supply for each child:

- A certified copy of the child's original birth certificate
- An up-to-date physical, dental, vision and immunization record
- Proof of residency

A student transferring from another school district must also present a "[Student Transfer Form](#)" (ISBE 33-78) completed by the previous school.

For more information, visit www.bsd2.org/enrollment.

Homeless Families

If your family is experiencing a lack of fixed, regular, or adequate housing, please refer to the McKinney-Vento section of this handbook,

Fees

No fees are charged for registration or field trips.

Items at additional costs include:

Elementary

- Band instrument rental (Grade 5)

Middle School

- Student agenda, lanyard, and ID
- Physical education uniform
- Calculator
- Band instrument rental (Grades 6-8)

Pay for school fees online

You can pay school fees online at the BSD2 Web Store, which is hosted by RevTrak and accepts Discover, Mastercard, or Visa. RevTrak is a national credit card payment processor that provides the simple security and convenience of making online payments all in one location. You will need your Student ID number to set up an account.

- [Click here to visit the BSD2 Web Store.](#)

School Supplies

The District provides all school supplies except gym clothes, backpacks, and calculators for the 2023-2024 school year. All supplies will be distributed to classrooms before students arrive.

Attendance & Punctuality

Regular attendance is key to student success in school. Parents/guardians play a major role in this area by ensuring their children regularly attend school and arrive on time and ready to learn each day. Excessive absences may drastically affect student performance, so school absenteeism should be kept to a minimum.

Reporting Absences

A parent or guardian must call their school by 9 a.m. each day their child is not in attendance. If a call is not received and a reason for an absence not provided, school personnel will attempt to call a parent/guardian at home or work, or interview the student upon their return.

Excused Absences

State law requires every absence to be marked excused or unexcused. The following are valid causes for a student's excused absences:

- Illness
- Observation of a religious holiday
- Death in the immediate family
- Family emergency
- Other situations approved by school administration

A student reported absent due to illness must have a physician's explanation of the absences if absent three consecutive days or 10 accumulated days.

Unexcused Absences & Truancy

Unreported absences are unexcused and considered truancy. Truancy is when the school has no knowledge of a student's reason for absence. A chronic truant is any student absent without valid cause for 10 percent of the previous 180 regular attendance days, and chronic truancy is reported to the Regional Office of Education.

Schools will address unexcused absences and truancy through a series of parent/guardian contacts by teachers, social workers, and school administrators. The aim of these contacts will be to firmly establish solid attendance habits for the student. Unexcused absences and truancy are, however, the responsibility of parents/guardians, who are subject to penalties under state and local truancy laws.

Mental Health Absences

Illinois School Code considers the mental and/or behavioral health of a student to be a valid cause for absence from school.

Therefore, parents/guardians may keep a student from school for up to five mental health absences with no need to provide a medical note. If reported to the school as mental health absences, they will be excused, and the student will be able to make up missed schoolwork.

Mental health absences can indicate a student needs additional support. If a student takes two or more mental health days during the school year, the school will contact their parents/guardians to conduct an emotional wellness check and determine if the student requires additional mental health support.

Tardy Policy

Middle school students arriving at school after 7:50 a.m., and elementary students arriving after 8:40 a.m., are considered tardy. They should report to the main office to receive a pass to their classroom, and they should be accompanied by a note or phone call from a parent/guardian explaining the reason they were tardy. Unexplained tardiness is unexcused. Middle school students will be issued office referrals at their fifth tardy and subsequent referrals will be written for every tardy after the fifth. Disciplinary consequences may be assigned to middle school students receiving office referrals.

Student Appearance

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise health and safety standards.

The following are not allowed:

- Clothing with emblems, logos, and insignias for alcohol, tobacco, or sexually explicit companies
- Coats, gloves, and sunglasses are to be left in the lockers
- Exposed undergarments
- Hats, bandanas, hoods, hairnets, sweatbands, or other head coverings, except for religious reasons
- Midriffs showing, including with raised arms
- Pants and shirts with excessive or inappropriate rips or holes
- Pants worn below the waist (students may be asked to wear belts and/or tuck in shirts)
- Shorts and skirts must be longer than arm's length when held at side
- Shorts and skirts worn with tights or leggings must be longer than arm's length when held at side
- Studded and/or spiked jewelry or hanging chains
- Low-cut or overly revealing tops, such as off-the-shoulder or scoop-neck shirts
- See-through, mesh or lace tops
- Tops without sleeves or with low arm holes (for example, basketball jerseys)
- Earbuds/headphones should only be worn in ears during class when needed for learning, before school in designated areas, or in the cafeteria during a student's designated lunch period.

Clothing that promotes the use of drugs or alcohol, displays inappropriate language, depicts a violent or inappropriate theme, identifies gang affiliation, or is in poor taste is also not allowed.

If a student arrives at school wearing any inappropriate attire, he or she will be required to change into his or her gym suit or other proper attire. Repeated offenders will face disciplinary consequences. The school administration is the final authority for judging the appropriateness of a student's appearance.

Releasing Students During the School Day

Once a child reaches school, it is the school's obligation to keep the student until dismissal. If a student becomes ill during the school day, the principal or their designee must excuse the student, and a parent or guardian will need to pick the child up.

If a student needs to be released from school for a dental or medical appointment during the day, the parent/guardian must come to the school office and sign out the child before the student is released. A note to the classroom teacher stating the time and reason for the release would be appreciated.

Dismissal

Parents/guardians are expected to direct their children to go home immediately following the close of school or at the conclusion of any school function. Teachers and parents/guardians should discourage loitering. Parents/guardians are asked to cooperate with the school to enforce this rule.

Parents/guardians should notify the school office of transportation changes in advance, a minimum of one hour before dismissal.

Sometimes teachers may ask a student to stay after school. If a student is held after the end of the school day, parents/guardians will be contacted.

Extracurricular Activities

Students may participate in a variety of extracurricular, academic, and sports activities to round out their educational experience. These activities will contribute to students' leadership abilities, social well-being, self-realization, good citizenship, and general growth. Selection of participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code found in the back of this handbook.

Classroom Parties

At the school's discretion, classroom parties may be held on certain holidays and special occasions. Due to allergy concerns, food will not be allowed at class parties.

Halloween

Students are permitted to wear costumes on Halloween as long as their attire complies with the student appearance policy and meets the following set of expectations for a school setting:

- Children should not wear bloody, gruesome, or especially scary costumes. Fake blood is not allowed.
- Actual weapons, look-alike weapons, toy weapons or weapon-like objects are not allowed.
- Masks that cover the face and head should not be worn during the school day -- only during costume parades.
- Costume make-up is allowed if it does not cover the student's entire face. Staff members must be able to identify students.
- Costumes that could be offensive or perpetuate a stereotype about someone's culture, gender, heritage or religion are not allowed.

Alternative activities will be available for students whose parents/guardians do not want their children to participate in Halloween celebrations.

Birthdays

Treats provided in celebration of a child's birthday must be non-edible. The classroom teacher will determine the best time to distribute them. If you are planning a party for your child at home, please do not distribute invitations at school.

Visitor Policy

For safety purposes, all visitors are required to enter the school through the main entrance (Door 1) and report to the office upon entering the building. All visitors must sign in, provide a driver's license or photo ID to be scanned against a state database, and wear a visitor's pass prior to exiting the office and throughout the duration of their stay at school. All visitors must return their visitor's pass and sign out, and

their ID will be returned before leaving the building.

Parental Involvement

The District encourages parent/guardian involvement in school. Parents/guardians are urged to support the work of their school's Parent-Teacher Association or Organization through membership and attendance at meetings. PTA/PTO programs deal with the development and education of children. In addition, PTA/PTO meetings give parents/guardians the opportunity to meet teachers and other parents, and learn more about their child's school program. Consult your school's PTA/PTO for meeting dates.

All parents/guardians who volunteer in the school or for field trips are subject to background checks and are required to wear a visitor's badge for the duration of the event.

Parent-School Communication

If you have a question, concern, or problem with your child's education, begin by calling your child's teacher or requesting a conference to meet in person. Interpreter services are available upon request.

If you need more general information about school-related issues or have a concern beyond the classroom, please contact your child's principal.

If you have a question, concern, or need information about general District operations, call the Superintendent's Office at 630-766-5940. You may also consult the District's website at www.bsd2.org and/or email contactus@bsd2.org.

To assist parents/guardians, each school is equipped with an electronic voice mail system that allows you to leave phone messages for teachers and administrators during non-school hours.

Parent-Teacher Conferences

Parent-teacher conferences are designed for teachers to discuss with parents/guardians information about their child's progress, strengths, and areas where improvement is needed. Parent-teacher conferences are scheduled for October 20 and February 16. Teachers can make alternate arrangements for

parents/guardians who cannot attend conferences during regularly scheduled times. Additional conferences may be arranged as needed by teachers or requested by parents/guardians.

Parents' School Visitation Rights

The School Visitation Rights Act requires employers to provide parents/guardians who have used up their vacation and personal leave with an allotment of time during the school year to attend necessary educational or behavioral conferences at their child's school.

School Closing Information

The District's mass notification system will contact all student households when a school must be closed for emergency reasons. School closings will also be posted on the District's website, www.bsd2.org and the Emergency Closing Center website www.EmergencyClosings.com. In cases of extreme weather or emergency situations, parents/guardians should receive a phone call, email, and/or text message no later than 6 a.m. if their contact information with the school is up to date. Please make certain your proper contact information is on file at your school to ensure you are notified through this system.

eLearning Days

If possible, remote instruction (an eLearning day) will be scheduled when schools are closed due to severe weather. An eLearning day counts as a regular school day, and will not require the District to use a built-in emergency day at the end of the school year.

Students in Grades K-8 bring their chromebooks home daily to be prepared for a school closure. Parents/guardians will be notified no later than 6 a.m. if the District is closing its schools and holding an eLearning day. (No announcement means it will be a normal school day.)

Attendance will be taken during eLearning days, and the hours of the school day will be the same. Instead of traveling to school, though, students will join their classes through their teachers' virtual links, which will be posted on the District website and sent to parents/guardians via email and text message.

- [Click here for the District's eLearning Day Parent FAQ.](#)

Student Identification (Middle School)

Students are required to have their student identification with them at all times. If asked, a student should be able to present their student identification. Failure to produce student identification may result in disciplinary action. Students without an ID will be the last to receive lunch in the cafeteria, as the process is delayed when students are without their IDs. Replacement IDs may be purchased for a small cash fee in the Student Center. A limited number of replacement IDs will be provided before an office referral may be issued.

Lost & Found

Students are responsible for all of their personal belongings. Students should clearly mark all of their personal belongings. In case of loss, students should check their desks, backpacks, lockers, classrooms, and "Lost and Found". Students are responsible for lost textbooks and library books. If these books are not found within a reasonable time as determined by teachers or the office, a form will be mailed home with a bill for replacing the missing book(s).

Parent Messages to Students

If lunches or necessary school supplies are forgotten, parents/guardians may bring them to the school office and the student will be notified. Students will be given phone messages only in emergencies. Parents/guardians should not contact students through cell phones or encourage students to contact them, as it disrupts the learning environment.

Computer Usage

Students are expected to use computers and mobile devices as instructed to complete assigned tasks or other activities specifically assigned by their teacher or an administrator. Use of passwords or usernames other than one's own is strictly prohibited and will result in the loss of privileges. Students and parents/guardians are required to sign an electronic network user agreement that outlines student privileges for the Internet.

Internet

The Internet is used in the instructional program to facilitate resource sharing, innovation, and communication. Students in Grades K-8 also use assigned Chromebooks. Students and their parent(s)/guardian(s) must sign and agree to the conditions set forth in the District's Authorization for Internet Access form. This form and the District's Internet policy, can be found at www.bsd2.org/instructionaltech.

Student Records

Parents/guardians may inspect their child's records. All temporary records will be sent to a student's new school after transfer following the school's request for the records. Release of information to other agencies or persons requires a specific written and dated consent of the parent/guardian designating the person or agency to which records may be released.

Permanent student records consist of basic identifying information such as name, address, date of birth, parent/guardian names, transcripts, and attendance records. Those records are kept in the District's Educational Administration Center located at 210. S Church Road in Bensenville. Permanent records are maintained for 60 years.

Temporary records consist of all needed information not required to be in the permanent records. They are maintained for at least five years after the student has transferred, graduated or otherwise permanently withdrawn, and may include intelligence and achievement scores, special education records, disciplinary records, teacher anecdotal notes, extracurricular participation, awards, and honors.

Parents/guardians who wish to inspect and/or question any or all of their child's records should call the school principal for an appointment. Records may be copied at cost.

The Family Educational Rights and Privacy Act affords student the following rights with respect to their education records:

- **to inspect and review records** within 45 days of the day the District receives a request for access;

- **to request an amendment to records** that the parent/guardian or eligible student believes are inaccurate or misleading;
- **to consent to disclosures** of personally identifiable information contained in the records, except that these disclosures may be made without consent:
 - a. Student records may be disclosed to school or District officials with a legitimate educational or administrative interest regarding the student. A school or District official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; or a person or company with whom the District has contracted to perform a special task (including, but not limited to, attorneys, auditors, medical consultants, therapists, data analysis/storage/reporting firms, and Google Apps for Education). A school or District official has a legitimate educational or administrative interest if the official needs to review a student

record in order to fulfill their professional responsibility or to provide the contracted service (as applicable).

- b. Student records may be disclosed in accordance with the exceptions set forth in Section 6 of the Illinois School Student Records Act or otherwise as permitted by law.

- **to file a complaint with the U.S. Department of Education** concerning alleged failures by the District to comply with the requirements of the law.

Students Leaving the District

Parents/guardians are asked to give at least a two-day notice when a student leaves the District. A transfer slip with a copy of the student's health records will be provided to the parent/guardian on the student's last day in District 2.

Records of tests and other pertinent data will be forwarded directly to the new school when requested by the new school. In keeping with the Family Educational Rights and Privacy Act, the records of a student may be inspected by parents/guardians.

Curriculum, Instruction & Assessment

Curriculum is made up of three components:

- **Learning Targets:** Often referred to as standards; “What students learn.”
- **Assessment:** Methods for determining if students are learning; “Are they learning?”
- **Instruction:** How we ensure learning occurs to include differentiation; “How they will learn.”

Student Programs

What follows is a brief description of what District 2 children are offered. A detailed listing of grade-level learning targets can be found at www.bsd2.org/learningtargets.

Chorus

Grades 3-5 and middle school students are given the opportunity to develop and refine their vocal skills through participation in a mixed chorus. Public performances are scheduled during the school year.

Fine Arts

Students in Grades K-8 are taught by fine arts specialists who extend student knowledge, understanding, and appreciation for the various art forms. In kindergarten, music is used to support student literacy development, build social interaction, and coordinate movement skills. In Grades 1-8, students are given opportunities to listen, improvise, compose, and perform music. In visual arts (Grades K-8), students are taught drawing, painting, sculpture, graphics, and various types of media.

English & Language Arts

In English and language arts (ELA), students learn to read and write. Along with stories and literature, they read non-fiction texts that provide facts and background knowledge in areas including science and social studies. They read challenging texts and are asked more questions that will require them to refer back to what they have read and to use higher-order thinking skills to make meaning. There is also an emphasis on building a strong vocabulary so students can read and understand challenging material.

Health Education

Parents/guardians will be provided the opportunity to preview all materials used for instructional purposes on AIDS, family life instruction, sex abuse, anabolic steroids, or organ/tissue transplantation. Parents/guardians will be given at least five days written notice before instruction on avoiding sex abuse begins.

No student will be required to take or participate in any class or course on AIDS, family life instruction, sex abuse, or organ/tissue transplantation if the student's parent/guardian submits a written objection to the school's principal. Refusal to take or participate in any such course or program will not be a reason for disciplinary action or academic penalty.

Instrumental Music

A band program is provided for students in Grades 5-8. Band gives students an opportunity to develop, enrich, and refine instrumental performing skills. Public performances are part of the program. Grades 4-5 have opportunities to participate in chorus, hand chimes, Orff Club and Music Makers.

Math

In mathematics, teachers concentrate on teaching a more focused set of major math concepts and skills. This allows students time to master key math concepts and skills in a more organized way throughout the year and from one grade to the next. Teachers use rich and challenging math content to engage students in solving real-world problems and to reason logically in order to inspire greater interest in mathematics. Conversations about math and collaboration with peers is another component of engaging, hands-on math instruction that builds conceptual understanding.

Physical Education

Physical education is taught in a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Health and safety are also studied.

Unless otherwise exempted, all students are required to participate daily in P.E. class. A student may be excused from P.E. due to physical limitations or illness up to three days with a note from the student's parent(s)/guardian(s). Any illness or injury requiring more than three days exclusion from participation must be accompanied by a physician's note stating the reason for the excuse and the length of time the excuse will run. A student who is excused from participating in P.E. may not participate in outdoor recess to prevent the student from exceeding physical limitations.

Science

Illinois' current science standards became effective in February 2014 and are based on the Next Generation Science Standards. These standards focus on the big ideas in science, and emphasize the common practices that scientists use every day, such as planning investigations, developing models, and designing solutions. They encourage students to learn the processes of science in a deep, meaningful way through first-hand investigative experiences, instead of just memorizing facts for a test. Hands-on experimentation and instruction are used to give students scientific knowledge and skills in the areas of earth, life, and physical science. Safety goggles and eye wash stations are provided in the classrooms where the hands-on experiments are conducted.

Social Science

Illinois Social Science Standards became effective in July 2021. Learning experiences in history, geography, and economics are provided to children in the District 2 social science program. Children study citizenship, community, cultures, freedom and justice, government, human rights, and natural and human resources.

In addition, all schools hold an educational program on the United States Constitution on Constitution Day each September 17 to commemorate the September 17, 1787, signing of the Constitution.

The curriculum also includes a unit of instruction on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, Armenian genocide, the famine/genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.

In all schools, the curriculum includes a unit of instruction on the history, struggles, and contributions of women, and a unit of instruction on Black History, including the history of the African slave trade, slavery in America, and the vestiges of slavery in this country, as well as the struggles and contributions of African-Americans.

The social science curriculum also meets the Illinois Teaching Equitable Asian American Community History (TEAACH) Act that requires that students learn about the contributions of Asian Americans to the economic, cultural, social, and political development of the United States.

Spanish

All sixth-grade students receive an Encore rotation of Spanish, and students in Grades 7-8 may choose Spanish as an elective. In seventh grade, Spanish students cover greetings and basic conversational Spanish, people, descriptions, daily activities, sports, food and restaurants, and Latin American countries and culture. In eighth grade, Spanish students discover Hispanic culture through virtual trips to Mexico, Chile, and Argentina, and they learn vocabulary and phrases related to activities at home, sports, going on vacation, purchasing food at restaurants, and shopping at the mall.

Music

In kindergarten, music is used to support student literacy development, build social interaction, and coordinate movement skills. In Grades 1-8, students are given opportunities to listen, improvise, compose, and perform music. Music is a rotation in the middle school's Encore program. Encore music students discover the evolution of "pop" music, exploring how music has changed and evolved into current pop music. They also compose songs and music and create rhythms using instruments, iPads, and additional electronics.

Robotics

Robotics is a rotation in the middle school's Encore program. In sixth grade, students learn the basic concepts of programming computational thinking, and apply mathematical logic to solve problems involving robots. In seventh grade, students learn intermediate concepts of programming while using mathematics and computational thinking to solve

problems that model real-life scenarios. In eighth grade, students learn higher-level concepts of programming and apply their learning to solve problems with their robots. Eighth-grade students must reason abstractly and identify patterns to better understand systems and develop solutions to problems based on evidence and data.

Visual Arts

In visual arts, students in Grades K-8 are taught drawing, painting, sculpture, graphics, and various types of media. Art is a rotation in the middle school's Encore program. Encore art students conduct art research and create an artifact or image. They also learn how to read a painting based on the elements of art.

Social-Emotional Learning

Students will participate in a 30-minute class each week that focuses on social-emotional learning (SEL).

SEL is when we:

- develop self-awareness skills
- develop self-management skills
- demonstrate social awareness skills
- demonstrate decision-making and communication skills

Together, these skills help us to learn, maintain positive relationships, and achieve success in our school, community, and personal lives.

During this class, students will learn ways to recognize, report, and refuse bullying, as well as how to be a good bystander through a Bullying Prevention Unit. Students will learn ways to stay safe through a Child Protection Unit. While participating in lessons from an Elementary Classroom Unit, students will learn skills for learning, empathy, emotion management, and problem solving. A lesson to meet Anne Marie's Law and the Drug and Awareness and Prevention state mandates will also be taught during the SEL special.

During the year, parents will be provided with important information on how to use SEL at home with their children. Some of these resources will include:

- **Homelinks:** A take-home worksheet with follow-up activities that go along with the topics taught in class.

- **Website:** A website will show parents how to use the tools their children are learning in SEL class.
- **Presentations:** Parents will be invited to join their children and learn more about specific SEL topics throughout the year.

STEAM & STEM Lab

Students in Grades K-5 will participate in a STEAM class (Science, Technology Engineering, Art and Math) during their specials rotation. Each week, students will have a hands-on opportunity to engage in problem-based learning that includes developing an engineering mindset and approach to problem solving. Students in Grades 3-5 will also be working within a computer science program.

STEM Lab (Science, Technology, Engineering & Math) is a rotation in the middle school's Encore program. The goal of STEM Lab is to foster a learning environment in which students are guided to produce original ideas, objects, and structures according to certain specifications using concepts and skills from math, science, and technology. STEM Lab is meant to empower students with the tools, resources, and freedom necessary to grow their capacity for creativity and their critical thinking, problem-solving, and collaboration skills. Each grade level has a unique theme and mini-units:

- Sixth Grade: STEM Overview and Gaming
- Seventh Grade: The Environment
- Eighth Grade: Physics

Learning Centers

The learning center is an essential component of the instructional program. A District librarian ensures a high-quality library media program, and works with two learning center assistants at each school to oversee the day-to-day operation and management of the learning center. Students have access to a varied and engaging book, magazine, and video collection, as well as updated technology to reinforce media and information literacy. The District also employs instructional technology specialists, whose focus is collaborating with classroom teachers to effectively integrate 21st century learning and teaching into the instructional program.

Homework

“Homework should be a risk-free chance to experiment with new skills, a chance for students to apply new learning so they can find out what they really do understand and can return to class to ask questions about what was not understood” (Carr & Farr, 2001). Homework is critically important so teachers can learn what students know, understand, and are able to do in order to plan instruction accordingly. Homework informs learning.

Grade-level and department teachers collaborate to determine what is appropriate in regard to time and students and homework. At home, monitor your child’s approach to homework. If frustration sets in, have your child write down what is confusing and bring the assignment to the teacher the next day. Remember, this process informs the teacher about what to do next for a student. If you sense that your child needs more at-home practice or extension, contact the classroom teacher to determine the best homework fit.

Homework is not assigned over breaks per Board of Education policy. For students who take vacation during the school week, parents/guardians should request homework a week in advance. Assignments will be given by teacher discretion.

It is the student’s responsibility to obtain all homework assignments and make arrangements to complete any tests and projects that are missed due to absences. Work needs to be made up in a timely manner based upon the number of days absent.

Assessment

District 2 builds a firm foundation with a valid and reliable balanced assessment system that includes varied and multiple measures for determining students’ learning progressions, including student self-assessment. In addition to the daily formative assessments that teachers administer to determine students’ in-the-moment needs, the following identifies a broad range of assessments:

- **Type I - Illinois Assessment of Readiness (IAR), NWEA MAP Growth:** A reliable assessment that measures a certain group or subset of students in the

same manner with the same potential assessment items, is scored by a non-District entity, and is administered by numerous other schools in Illinois and across the country.

- **Type II - District-level:** Any assessment collaboratively developed or adopted, approved for use by the District, and used on a District-wide basis by all teachers in a given grade or subject area

Illinois Assessment of Readiness (IAR)

IAR is designed to measure if students are on track for college and careers. IAR asks students to demonstrate critical-thinking and problem-solving skills in an in-depth manner. Students are asked to answer various types of questions, show their work, and explain their reasoning. All students in Grades 3-8 are tested in reading and mathematics in late spring.

Illinois Science Assessment

The District is required by federal and state testing laws to administer a science assessment to its fifth- and eighth-grade students. This assessment is generally administered in May in an online format and is aligned to the Illinois Learning Standards for Science incorporating the Next Generation Science Standards (NGSS), which were adopted in 2014.

Illinois ACCESS 2.0 Testing

English Learners (EL) are tested on English language proficiency to determine eligibility for EL services.

NWEA MAP Testing

BSD2 students take NWEA MAP tests in reading and math three times a year: fall, winter and spring.

These are adaptive tests that adjust to the student’s learning level based on the answers the student provided to previous questions. As a student continues to respond to the test, the test automatically adjusts its difficulty level to meet the student where they are at.

The MAP assessments are used to help teachers understand what each student knows so that they can set goals to improve their academic growth throughout the year. The results from these assessments help us know what students are ready to learn.

Your child's school and/or teacher will send information home to let you know when their classes will take these assessments.

Reporting Student Progress

If grades are to accurately represent and communicate information about how well students are making progress toward the identified learning standards in each discipline, then the evidence used to determine grades must denote what students have learned and are able to do only in relation to academic achievement of the standards' objectives. To allow other factors to influence grades, such as effort, participation, attitude, homework, and other behaviors, misrepresents students' true learning attainment (Dueck, 2014).

As a result, report card grades are limited to academic factors (tests, quizzes, products, projects, rubric scores). Homework completion, low attendance, and/or inappropriate behavior are examples of nonacademic factors that are reported separately from standards-based grading to inform students and parents/guardians about the importance of developing positive academic effort and behaviors.

Reporting student progress is an essential part of the communication and partnership between home and school. It is the District's responsibility to provide students and parents/guardians with information that accurately reflects a student's level of performance, progress in meeting academic standards, and habits for school success. The District's standards-based report card is designed to provide a "snapshot" of grade-level standards, and communicates an individual student's progress toward independently meeting those expectations over the course of the school year. It also ensures more consistency among expectations from teacher to teacher and from grade to grade, and allows students to be more aware of what is expected of them while working in partnership with their teachers.

Elementary

Students of all grades receive report cards at regular intervals throughout the school year. Mid-term progress reports supplement the report cards for students in Grades 1-5. Students are

evaluated for their academic work, social-emotional development, and work habits. Progress reports for kindergarten students are structured to share information about their progress with parents/guardians at regular intervals.

Middle School

Blackhawk uses four methods when reporting student progress in school to parents/guardians:

1. Mid-term progress reports are sent home to inform parents/guardians of student progress and how improvement can occur before the end of the grading period.
2. Report cards state grades for the grading period and report final grades for the year.
3. Special progress reports are sent out occasionally by teachers to inform parents/guardians of special situations that require immediate attention or indicate successful work in a project.
4. Parent-Teacher Conferences will be held October 20 and February 16, and can also be arranged whenever parents/guardians would like to set up an appointment. When requesting a conference, please contact either the teacher or school office at 630-766-2601 between 7 a.m. and 4 p.m.
5. Encore and P.E. grades are included on report cards.

Parents/guardians may call or email a teacher directly at any time during the year to discuss their child's progress.

PowerSchool

District 2 uses PowerSchool for its student information system and gradebook. A PowerSchool student and parent portal is available online and through a mobile app. The student and parent portal will allow you to view current assignments, scores, report cards, and attendance information. An email address is required to access the parent portal. If you do not have an email address on file with your child's school, please contact the school's main office to have it added to your profile.

Contact the BSD2 Instructional Technology Team for login information or additional help. Additional information on PowerSchool can be found at www.tinyurl.com/bsd2tech.

Reading Intervention Programs

District 2 has reading specialists working at all of its schools in partnership with the classroom teachers in supporting student's literacy needs.

Summer School Program

Students that are not proficiently reading at grade level will take part in the District summer school program. Data from interventions and assessments given throughout the school year will help identify students that would benefit the most from the program. District 2 teachers teach the summer program. They focus on fluency, phonics, and comprehension to help students become proficient readers at their grade level. Students will also take part in a writer's workshop to develop their skills as authors. Students learn essential skills in math, as well, to support their success at the next grade level.

Title I Information

Title I is a federal education program that supports low-income students. Funds are distributed to high poverty schools as determined by the state's eligibility guidelines.

Johnson School and Tioga School participate in District 2's Title I program. The program focuses on early intervention at the preschool and elementary levels and provides supplemental programs in the areas of reading, math, student engagement, 21st Century skills and social-emotional learning.

How are the Title I funds used?

Title I funds are used on a school-wide basis at both Johnson and Tioga to upgrade the schools' educational programs. Title I is not a stand-alone program, but is coordinated with other District, state and federal programs to drive improved achievement in the schools. Title I funds provide additional student programs, extensive professional development for teachers, and a variety of parent and family programs.

Contact your principal for more detailed information about how Title I funds support your school.

Title I Grant Parent Participation

These are some of the opportunities provided to parents/guardians to become involved in their child's education:

- Parent-Student-Teacher-District Compacts.
- Surveys asking parents/guardians to determine their perception of the effectiveness of the program.
- Meetings with teachers and other effective communications via telephone calls, e-mail, newsletters, personal contact, and letters.
- The Title I Parent Orientation meeting held at the start of the school year. At this meeting, parents/guardians will receive a copy of parent-involvement activities and policy. A Parent-School Compact will also be distributed. For more information, visit www.bsd2.org/title1.

Right to Request Professional Qualifications

All parents and guardians have the right to request the professional qualifications of the teachers who instruct your child and the paraprofessionals, if any, who assist them. You may request the following information about each of your child's classroom teachers and their paraprofessional assistants, if any:

- Whether the teacher has met Illinois qualification and licensing criteria;
- Whether the teacher is teaching under an emergency permit or other provisional status by which state licensing criteria have been waived;
- Whether the teacher is teaching in the field of discipline of the certification of the teacher.
- Whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications.

Please contact the school office to receive this information.

Dual Language & Multilingual Education

District 2 offers English language and/or native language instruction to all English Learners (EL)

who are eligible to receive these services. Students who speak a language other than

English, or live in a home where a language other than English is spoken, are identified through the home language survey. These students are screened to determine their English language proficiency level. This screening assessment takes place no later than 30 days after the beginning of the school year or 14 days after a student's enrollment-based eligibility detailed on the chart below. Screening results are shared with the parents/guardians. EL students are taught in English and their native language according to state requirements based on the number of students that speak the language at each school.

Dual Language Program (DL)

In the 2021-2022, District 2 launched a two-way dual language program in Spanish and English. Dual language is a form of bilingual education in which students are taught literacy and content in two languages. Students receive dual language instruction starting in kindergarten, and the cohort of students will continue to receive dual language instruction through eighth grade.

District 2's dual language program will establish an environment that values multiculturalism and multilingualism. All instruction, language allocation, and student ratio decisions will adhere to best practices highlighted in research conducted around dual language education.

Transitional Bilingual Education (TBE)

This is a state-mandated program for a school with 20 or more EL students of the same language background. (Pre-Kindergarten is counted separately from Grades K-5.) TBE programs require native-language instruction in core subjects, as well as English as a Second Language (ESL) instruction with the goal of developing English.

Transitional Program of Instruction (TPI)

This is a state-mandated program for a school with 19 or less EL students of the same language background. Some native-language may be used in instruction. ESL is the primary instructional methodology. TPI students receive instructional support through an ESL-certified teacher. Literacy-based instruction aligns with

classroom content with a focus on developing English language proficiency.

Pre-Kindergarten

TPI students in Pre-K classrooms receive instructional support through the ESL-endorsed classroom teacher. Literacy-based instruction aligns with classroom content with a focus on developing English language proficiency.

TBE students in Pre-K classrooms receive instructional support through the bilingual-endorsed classroom teacher. The District's core curriculum is taught using a simultaneous bi-literacy approach. Building on the strengths of two languages supports students' bilingualism.

Grades K-8

A Spanish-speaking student at beginning levels of English proficiency may be placed in dual language or a TBE classroom. TBE students will receive sheltered instruction in their native language as they transition to English.

EL students with more secure levels of English proficiency, or students who speak languages other than Spanish, will be placed in a general education classroom and will receive ESL services through an EL-certified teacher.

The general education classroom teacher and EL specialist teacher are instructional partners that collaborate and plan instruction for EL students. This shared planning ensures the success of English learners both academically and in acquiring the English language. Shared ownership and responsibility of all staff working with the EL student is a key predictor of student success.

Parents/guardians may refuse EL program support if their child is eligible for services by signing a bilingual program refusal form. They must also discuss this request with an administrator. However, this parental statement does not relinquish the District from its obligation to provide a meaningful education to the student and to continue to annually assess the student's language proficiency with the [ACCESS for ELs](#).

Illinois ACCESS 2.0 Testing

EL students are tested on English language proficiency to determine their eligibility for EL services, and to monitor their English language development.

A student who scores at or above a 4.8 composite on the Illinois-mandated ACCESS assessment exits language services and will be monitored for four years.

EL Screening Criteria

- **Kindergarten - First Semester**
 - Screener: MODEL
 - Minimum Score for English Proficiency: 5.0 Oral Composite
- **Kindergarten - Second Semester**
 - Screener: MODEL
 - Minimum Score for English Proficiency: 5.0 Overall Composite
- **First Grade - First Semester**
 - Screener: MODEL
 - Minimum Score for English Proficiency: 4.2 Literacy Composite
- **First Grade - Second Semester (and beyond)**
 - Screener: WIDA
 - Minimum Score for English Proficiency: 5.0 Overall Composite

Multilingual Parent Advisory Committee (MPAC)

School districts that have multilingual education programs must establish Multilingual Parent Advisory Committees (MPAC).

MPAC is composed of parents/guardians of students participating in the District's Multilingual Education Program and interested members of the community. Two-thirds of the participants of the MPAC must be parents of students in the District's Multilingual Education Program. All parents/guardians of students in the District's Multilingual Education Program are invited to become members of the MPAC.

MPAC meets a minimum of four times a year, and participates in the planning, operation, and evaluation of the District's Multilingual Education Program. MPAC also offers opportunities for parents/guardians to learn how they can become involved in their children's education.

The purpose of the Bensenville School District 2 Multilingual Parent Advisory Committee is:

- To maintain communication between the District and parents/guardians of students in its Multilingual Education Program.
- To provide parents/guardians of students in the District's Multilingual Education Program opportunities to learn about and comment on the program;
- To inform parents/guardians about the goals and benefits of bilingualism, biliteracy education, and English as a Second Language (ESL);
- To identify themes of interest to parents/guardians; and
- To review the annual Multilingual Service Plan

Supports, Interventions & Social-Emotional Learning

Multi-Tiered System of Support (MTSS)/Academic Support

Multi-Tiered System of Supports is a framework for integrating levels of academic, behavior, and social-emotional support to promote the success of all students. MTSS is not a special program, class, or particular intervention, It's a way of organizing instruction and intervention to help all students and promote early identification of students needing additional support.

What are the key components of a multi-tiered system of supports?

- High-quality, research-based instruction in the general education setting
- Universal screening to identify students needing supplemental support
- Multiple tiers of instruction that are progressively more intense, based on the the student's response to instruction
- Evidence-based interventions matched to student need
- Ongoing progress monitoring of student performance

What are tiered supports?

- **Tier 1** – All students receive high-quality core academic, behavior, and social-emotional instruction and supports, which includes differentiation of content, instructional strategies and/or materials
- **Tier II** – Students needing additional support receive more focused, targeted, small-group instruction, intervention and supports in addition to Tier 1
- **Tier III** – Students in Tier 3 receive the most intense instruction based on individual needs in addition to the core and supplemental academic, behavior, and social-emotional curriculum, instruction, and support.

Positive Behavior Interventions & Supports (PBIS)

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to promoting positive behavior throughout each of our schools. PBIS is an evidence-based, tiered framework that integrates data, systems, and

practices to maximize student success. PBIS recognizes that students can only meet behavior expectations when they clearly understand what the expectations are, and know how to reach them, so behavior data is regularly analyzed by PBIS team regularly in order to identify challenging behaviors and to create goals and lesson plans for improvement.

Social-Emotional Learning (SEL)

Social-emotional learning (SEL) is an integral part of education and human development. Through SEL, students acquire and apply the knowledge, skills, and attitudes needed to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

The five core competencies of social-emotional learning are designed to provide a clear framework from which to teach skills that will benefit students throughout their lives in situations ranging from school and work to families and other communities.

The 5 core SEL competencies

- Self-Awareness
- Self-Management
- Responsible Decision Making
- Social Awareness
- Relationship Skills

Over the past few years, District 2 has focused on incorporating SEL at the District, building, and classroom levels. Our goal is to create a learning environment where students show up eager to learn; feel a sense of connectedness to their school and teachers; and feel safe and are able to perform to their fullest potential.

Guidance & Counseling/Social Work

The District provides counseling/social work support for any student, if needed. These professionals assist students with interventions related to academic, social, and/or personal issues.

Social workers work together with teachers, administrators, and parents/guardians to ensure students are able to set goals, problem-solve, and resolve conflicts to achieve academic and personal success.

Written permission from the parent/guardian is required for any ongoing counseling/social work services. Ongoing is defined as more than five contacts. That consent does not entitle the parent/guardian to know the contents of all that is discussed. School social workers will inform parents/guardians of all issues that pose a health and/or safety risk.

Suicide Awareness & Prevention

District 2 addresses suicide and depression awareness in conjunction with Board of Education [Policy 7:290](#) to provide students, parents/guardians, and employees with practices and procedures for early identification and referral of students possibly at risk of suicide.

You Are Not Alone!

If you or someone you know is experiencing a mental health crisis or needs someone to talk to, there are people who care and who can help.

District 2 participates in a statewide school safety program called Safe2Help Illinois. The goal of the Safe2Help program is to encourage students to "Seek Help Before Harm." Its 24/7 helpline offers students a safe, confidential way to share information on school safety issues. Safe2Help Illinois aims to help prevent suicide, bullying, school violence and other threats to student safety. Safe2Help allows students to safely and confidentially connect with a trained crisis professional during their own crisis or report a potential threat.

Students can share an alert through Safe2Help via Illinois:

- Website: www.Safe2Helpil.com
- Text: SAFE2 (72332)
- Phone: 844-4-SAFEIL (844-472-3345)
- App: Download App in the Apple App Store and Google Play Store
- Email: HELP@Safe2HelpIL.com

The following resources will also support students facing a crisis or threat:

- **National Suicide Prevention Lifeline:** Call - 988
- **Crisis Text Line:** Text - REACH to 741741
- **DuPage County Health Department Crisis Line:** Call - 630-627-1700
- **211DuPage:** Visit 211dupage.gov for a free confidential information and referral service that will provide a central access point to health and human services in the area 24-hours a day year-round.

Students can also reach out to school support staff at any time with any concerns.

Bullying/Intimidation/Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors is an important District goal. Bullying is contrary to state law and the policy of Bensenville School District 2. (7:180).

Bullying on the basis of actual or perceived race, color, nationality, sex, sexual orientation, gender or gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.

For purposes of this policy, the term bullying includes cyber-bullying, and means any severe or pervasive physical or verbal act or conduct, including written and electronic communications,

directed toward a student that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student in reasonable fear of harm to the student's person or property.
2. Causing a substantially detrimental effect on the student's physical or mental health.
3. Substantially interfering with the student's academic performance.
4. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying, intimidation, and/or harassment may take various forms, including without limitation one or more of the following: threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive. For purposes of this handbook, the term bullying includes harassment, hazing, intimidation, retaliation, and school violence.

Not every confrontation between or among students will be considered bullying for purposes of this policy. Incidents will be considered on a case-by-case basis.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking (i.e.: teacher, social worker, assistant principal, or principal). Anyone who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. The District will not discipline a student because he or she made a complaint or report, supplied information, or otherwise participated in an investigation or proceeding, provided the individual did not make a knowingly false accusation or provide knowingly false information.

Cyber-Bullying

Cyber-bullying is the use of information and communication technologies to support deliberate, repeated, and hostile behavior intended to harm others. Cyber-bullying can be as simple as continuing to send email to someone who has said they want no further

contact with the sender, but it may also include threats, sexual remarks, and pejorative labels (i.e., hate speech).

Electronic Communications

Electronic communications are communications through any electronic device, including, but not limited to, computers, telephones, mobile phones, and any type of communication, including, but not limited to, emails, instant messages, text messages, picture messages, and websites.

In certain circumstances, the District has jurisdiction to prohibit bullying via electronic communications that originate off of District grounds, provided there is a sufficient connection between the electronic communication and the District.

Hazing

Hazing is any intentional, knowing, or reckless act directed against a student for the purpose of initiating into, affiliating with, holding office in, or maintaining membership in any organization, club, or athletic team whose members are or include other students.

Sexual Harassment

Any person, including a District employee or agent, or student, engages in sexual harassment whenever they makes sexual advances, requests sexual favors, and engage in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, services, or treatment; or
 - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort.

Students, who believe they are victims of sexual harassment, or have witnessed sexual harassment, are encouraged to discuss the matter with the Student Non-Discrimination Coordinator, principal, assistant principal, or a complaint manager. Students may choose to report to a person of their same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good-faith complaints will not be disciplined. An allegation that one student was sexually harassed by another student will be referred to the principal or assistant principal for appropriate action.

Teen Dating Violence

Teen dating violence occurs whenever a student age 13-19 threatens to use physical, mental, or emotional abuse to control an individual in a dating relationship; or uses or threatens to use sexual violence in a dating relationship. This behavior is prohibited by any person, including a District employee or agent, or student, at school, on school property, at school-sponsored

activities, or in vehicles used for school-provided transportation.

Non-Discrimination Coordinator

Paul Novack

pnovack@bsd2.org

630-766-5940 ext. 1103

BSD2 Educational Administration Center

210 S. Church Road, Bensenville, IL 60106

Complaint Managers

Anne Paonessa

apaonessa@bsd2.org

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BSD2 Educational Administration Center

210 S. Church Road, Bensenville, IL 60106

Paul Novack

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Special Education & Early Childhood Programs

Comprehensive Special Education

Services are provided to children with disabilities and specialized learning needs identified through evaluation and eligibility procedures. Special education programs and services are provided to those with academic, communication, cognitive and physical disabilities, as well as autism spectrum disorders, social/emotional/behavioral disorders, health impairments, and visual or hearing disabilities in accordance with the Individuals with Disabilities Education Act and the Illinois Administrative Code. To the extent possible, the students are educated within the least restrictive environment of their school community.

The District provides special education instruction and related services within its three schools. A student's IEP team may recommend a student receive services in a program outside of the District when the student's needs cannot be met in the existing school program. The Illinois School for the Deaf and Illinois School for the Visually Impaired provide educational services for children who are deaf, hard of hearing, blind or visually impaired. For additional information, please contact the Department of Student Services.

Special Education Rules & Procedural Safeguards

Special Education Rules are the official regulations of the State Board of Education governing special education as found in 23 Ill. Admin. Code 226. Parents/guardians who want more information on special education are encouraged to contact Dustin Berman, Assistant Superintendent of Student Services, at 630-766-5940 ext. 1107 or dberman@bsd2.org.

K-8 Special Education Supports

District 2 participates in the North DuPage Special Education Cooperative (NDSEC) to provide a range of services to children ages 3-15 who have exceptional needs. Students found eligible for special education services have Individualized Education Programs (IEP). Their potential services include:

- **Special Education Resource Support**

- **Instructional Student Program**
- **Academic Life Skills/ALS**
- **Language & Social Support Opportunities/LASSO**
- **Social Support Program/SSP (NDSEC)**
- **Lincoln Academy Therapeutic Day School (NDSEC)**

Itinerant Services

School-aged BSD2 residents who do not attend District 2 schools have the right to receive services through an individualized service plan if eligible for special education. Itinerant services are agreed upon once per year at the timely and meaningful consultation.

Pre-Kindergarten Program

The District's pre-kindergarten program serves students ages 3 to 5 years old who demonstrate possible delays demonstrated through developmental screenings held throughout the year. The program is offered at the Bensenville Early Learning Center at Tioga School, located at 212 W. Memorial Road in Bensenville.

- **Morning Sessions:** 8:30-11 a.m.
- **Afternoon Sessions:** 11:45 a.m.-2:15 p.m.

Pre-Kindergarten Screening

Pre-kindergarten children residing within the District 2 boundaries are encouraged to participate in the state-wide "Child Find" developmental screening program. The purpose of the pre-kindergarten screenings is to identify children who may qualify for the District's Pre-K for All Program, or who may be eligible for special education services.

Pre-Kindergarten Special Education Supports

For pre-kindergarten students eligible for special education support, the District offers the following:

- **Blended Pre-Kindergarten Classrooms:** These classrooms have a maximum of 18 students who are taught by at least two adults - one teacher and one paraprofessional.

- **Self-Contained Special Education Classrooms:** These classrooms have a maximum of 10 students, all with documented disabilities, who are taught by at least two adults -- one teacher and one paraprofessional.

Birth-to-3 Program

The District's Birth-to-3 Program provides the following to families of children ages birth to 3:

- Year-round and free to all participants who meet qualifying requirements
- Home visits with targeted educational supports based on family need
- Age-appropriate educational activities that promote healthy brain development and self-regulation skills
- Developmental assessments
- Referrals to community resources

McKinney-Vento Homeless Assistance

The District works to remove barriers to enrollment, school attendance, and school success for each student. A "homeless child" is defined as an individual who lacks a fixed, regular, and adequate nighttime residence. If you or your child are experiencing a lack of permanent, adequate, or stable housing, please reach out to the District's homeless liaison, who will help you register and connect with other vital supports.

Bensenville District 2 Homeless Liaison

Dustin Berman, Assistant Superintendent of Student Services
 210 S. Church Road
 Bensenville, IL 60106
 dberman@bsd2.org
 630-766-5940 ext 1107

Health & Wellness

COVID-19 & Other Communicable Diseases

Your student should not attend school with a temperature above 99 degrees. Your student should also not attend if they had a temperature of 100.4 degrees or higher on the previous day. Measure temperature before giving temperature-reducing medication to your child.

COVID-19 symptoms are listed on the District website. Your child should not attend school if any of those symptoms are present.

For everyone's safety, District 2 follows guidance from the Illinois Department of Public Health (IDPH) whenever a student presents symptoms of illness. Students will be sent home following IDPH guidance for exclusion from school. Diseases are reported to the DuPage County Health Department as mandated by IDPH.

Required Examinations & Immunizations

Physical Examinations

Students entering pre-kindergarten, kindergarten, and sixth grade are required to present proof of a physical exam. Bring your student's completed "State of Illinois Certificate of Child Health Examination" form to the health office by the first day of school. To download the form, visit www.bsd2.org/healthexams.

Mandatory Dental Exams

Students entering kindergarten, second grade and sixth grade are required to present proof of a dental exam. Please return the "Proof of School Dental Examination Form" to your child's school. To download the form, visit www.bsd2.org/healthexams.

Mandatory Vision Examination

Students entering kindergarten are required to present proof of a vision examination. Students transferring from out of state, regardless of grade, are required to have an eye examination. Please return the "Eye Examination Report" to your child's school. To download the form, visit www.bsd2.org/healthexams.

Influenza and Meningococcal Vaccinations

Information from the Illinois Department of Public Health regarding influenza, influenza vaccinations, meningococcal disease, and meningococcal vaccinations is available to parents/guardians in their school's health office.

School Vision & Hearing Screening Program

Each year Illinois Schools are mandated by the Child Vision and Hearing Test Act of Illinois to perform vision and hearing screenings in the school setting. These screenings are performed by a state approved vision and hearing screening technician. BSD2 starts these screenings as soon as possible in the school year, so that students will be provided an optimum educational experience. If your child should not pass these screenings you will be informed and asked to complete the referral form sent home by the appropriate medical provider. Please return the completed referral form to your school's health office as soon as completed.

Illinois mandates hearing screenings for all students in preschool and grades K-3; for all students receiving special education services; for teacher or parent referrals; and for transfer students. Vision screenings are mandated for students in preschool and grades K, 2, and 8; for all students receiving special education services; for teacher or parent referrals; and for transfer students.

The parent or legal guardian of a student may object to hearing or vision screening tests for their children on religious grounds. If a religious objection is made, a written and signed statement from the parent or legal guardian detailing such objections must be presented to your child's school.

Vision and hearing screenings are not substitutes for a complete eye and ear examination by an appropriate doctor. Your child will not be required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months and that evaluation is on file at the school. Your child

will not be required to undergo this hearing screening if an audiologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months and that evaluation is on file at the school. Vision and hearing screenings are not an option. If a vision or hearing examination report is not on file at the school for your child and your child is in the mandated age, grade, or group, your child will be screened.

Sports Physicals (Middle School)

A physical examination by a physician licensed to practice medicine in all of its branches in Illinois must be on file in the school's health office before a student practices or competes in a middle school sport. Sports physicals are good for one year.

Medical Emergencies

In the event a parent/guardian cannot be contacted in a medical emergency, the emergency telephone number(s) listed in the student's registration information will be used. Paramedics may be called and the child may be taken to the hospital if, in the opinions of school personnel, the student needs immediate medical attention. It is important that parents/guardians keep registration information, including emergency contact information, up to date.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medicine in an emergency.

Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No District employee shall administer to any student, or supervise a student's self-administration of, any prescription or

non-prescription medication until a completed and signed School Medication Authorization (SMA) form is submitted by the student's parent/guardian.

No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector and/or asthma medication prescribed for use at the student's discretion provided the student's parent/guardian has completed and signed an SMA form. The superintendent or designee will ensure an emergency action plan is developed for each self-administering student.

A student may self-administer medication required under a qualifying plan provided the student's parent/guardian has completed and signed an SMA form. A qualifying plan means:

- an asthma action plan
- an Individual Health Care Action Plan
- an Illinois Food Allergy Emergency Action Plan and Treatment Authorization Form
- a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973
- a plan pursuant to the federal Individuals with Disabilities Education Act

The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the District and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

School District Supply of Undesignated Epinephrine Injectors

The superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated epinephrine injectors in the name of the District, and provide or administer them as necessary according to state law. Undesignated epinephrine injector means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in state law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or their corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to state law.

Void Policy: The School District Supply of Undesignated Epinephrine Injectors section of the policy is void whenever the superintendent or designee is, for whatever reason, unable to:

- obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches
- fill the District's prescription for undesignated school epinephrine injectors.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a medical cannabis-infused product to be administered to a student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor who registers with the Illinois Department of Public Health (IDPH) as a designated caregiver to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old, and is allowed to administer a medical cannabis-infused product to a child who is a student on the premises of his or her school or on his or her school bus if:
 - a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
 - b. Copies of the registry identification cards are provided to the District;
 - c. That student's parent/guardian completed, signed, and submitted a

School Medication Authorization Form - Medical Cannabis; and

- d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the medical cannabis-infused product to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.
 3. The student, themself, when the self-administration takes place under the direct supervision of a school nurse or administrator.

Medical cannabis-infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because they require administration of the product during school hours.

Void Policy: The Administration of Medical Cannabis section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication

Upon any administration of an undesignated medication permitted by state law, the superintendent or designee(s) must ensure all

notifications required by state law and administrative procedures occur.

Undesignated Medication Disclaimers: Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under state law apply.

No one, including and without limitation the parents/guardians of students,, should rely on the District for the availability of undesignated medication. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

Home & Hospital Instruction

A student unable to attend school because of a temporary, chronic, or long-term medical disability may be eligible to receive

home/hospital tutoring. Eligibility is determined by the Illinois State Board of Education rule governing placement options for home/hospital services. Call your school's principal if your child may require these services.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before the birth of the child when the student's physician indicates in writing that she is medically unable to attend regular classroom instruction. These services will also be provided for up to three months following the birth of the child or a miscarriage.

Periodic conferences to determine continuation of home/hospital services will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

Meals & Transportation

Food Services

Starting this year, District 2 will offer free breakfast and lunch to all students in Grades K-8.

The Illinois State Board of Education and the District 2 school board both approved the District's participation in a different meals program - the USDA's Community Eligibility Provision (CEP).

In CEP, students will only need to present their ID cards in their school's meal lines to receive a free meal.

- Families will no longer have to submit applications to receive free or reduced-price meals.
- Parents will no longer have to deposit money into RevTrak or My School Bucks, or send cash or checks to the school office to pay for meals.
- The District will contact parents with balances to arrange for refunds.
- À la carte items will still be available for cash purchases at Blackhawk Middle School.
- Parents that prefer to send their child with lunch can still do so if they choose.
- Milk can still be purchased by students not obtaining a regular meal.
- Lunch will be provided free of charge on field trip days.

District 2 Food Services are provided by Sodexo. Cold and hot breakfasts and cold and hot lunches are provided every school day.

The District participates in the [USDA National School Lunch and Breakfast Programs](#), which means all meals meet or exceed guidelines and regulations for the School Meals Initiative for Healthy Children. There also are a la carte foods available during lunch.

All food is prepared in Blackhawk Middle School kitchen and delivered to the elementary schools. Food Services prides itself on plentiful and healthy choices at each meal.

Meal Menus

Breakfast and lunch menus are created monthly and can be found at www.bsd2.org/menus.

Transportation

The District is required to provide free bus transportation for all children who live at least 1.5 miles from school. The distance is measured from the exit of a student's property to the point where students are unloaded at school, using the shortest distance on normally traveled streets.

Safety Hazards

Other students who receive free bus transportation are students who live in designated hazard areas. A student's parent/guardian may file a petition with the Board of Education requesting transportation due to the existence of a serious safety hazard.

Special Education Accommodations

Specialized transportation and/or equipment is available for students with disabilities, and will be documented within the child's IEP. Eligibility for these services is reviewed annually.

Authorized Drivers

No school employee may transport students in school or private vehicles unless authorized by the administration.

Safety Inspections

Every vehicle regularly used for the transportation of students has passed safety inspections in accordance with state law and Illinois Department of Transportation regulations.

Pre- and post-trip vehicle inspections ensure that the school bus driver does the following:

- Tests the two-way radio to ensure it functions properly before the bus is operated.
- Walks to the rear of the bus before leaving at the end of each route, work shift, or work day to check for children or other passengers in the bus.

Electronic Recordings on School Buses

Electronic visual and audio equipment may be utilized on buses serving District students for the purpose of assisting administration and the drivers in providing for a safe school bus environment. The electronic visual and audio

equipment serves as an aid to monitor bus discipline. It does not replace the discipline policy or the authority of the driver and school officials to deal with bus discipline issues.

How's Our Driving?

Please call the Transportation Department at 630-766-5940 ext. 1114 for more information or to comment about school bus driving.

School Bus Conduct & Safety

Riding the school bus is a privilege extended by the District. Students are expected to conduct themselves in an orderly manner while at the bus stop, while boarding the bus, and while riding the bus. Students are under the supervision of the bus driver and are expected to respect the authority of this adult as they would a teacher. All students are to be familiar with bus riding rules, as they will be riding the bus for field trips.

The following expectations apply to all students at all time while riding the bus:

- All school behavioral expectations apply while riding the bus
- Follow bus drivers' directions immediately.
- Use appropriate language at all times
- Remain seated at all times
- Talk quietly
- Keep hands, feet, and objects to yourself
- No throwing objects or roughhousing.

Students who repeatedly fail to follow bus safety expectations may be suspended from the bus for a period of time determined by the administration. Parents/guardians must provide alternative forms of transportation to and from school in the event of a bus suspension.

Rules & Regulations for Student Riders

- The school bus is an extension of the classroom. Gross disobedience or misconduct by a student will be reported to the proper school authority for disciplinary action.

- Students are only allowed to ride their assigned bus to or from school.
- Only students with a bus pass are allowed to ride the late buses.
- Students will board and depart the bus only at their designated bus stop.
- Students are not allowed to ride the bus to after-school activities such as staying at a friend's house, scouts, music lessons, etc.
- The driver will not wait for tardy students.
- All riders must be seated while the bus is in motion. They should face forward and talk quietly.
- Windows should not be lowered beneath the stop lines on the window frames.
- Riders are not allowed to place their head or hands out of the windows.
- Riders are not allowed to tamper with the bus or any part of its equipment.
- Riders are not allowed to eat, drink, vape or smoke on the bus.
- No physical contact, shoving, or hitting.
- The aisles must be kept free of books, coats, instruments, and other items that are carried on the bus. These items should be placed in the student's lap.
- While at railroad crossings, it is important that all riders remain silent.
- After leaving the bus, students should move a safe distance away from the vehicle, and never run alongside a moving bus.
- The following are not permitted on the bus: pets/animals/insects/snakes (alive, dead, or fake), weapons (real or toy), glass containers, explosives, sharp-pointed objects, chemicals, tobacco, matches, lighters, illegal drugs or alcoholic products, gambling, selling of items, playing with toys, scooters, or skateboards.
- Music and musical instruments are not to be played on the bus.
- If any instrument or class project is too large to be held in the student's lap, it is too large to be transported on the bus.
- Emergency doors are to be used only in the event of an actual emergency and/or in a safety drill.

Community Relations & Communications

District 2 strives to maintain a strong relationship with the community, including parents/guardians, staff, and residents who do not have school-age children. Community relations includes communications and programs to foster two-way communication and build understanding and support for the mission and vision of the District.

New, Notifications & Social Media

District 2 offers a variety of communication tools to help families stay informed and get involved. The District's website, www.bsd2.org, is a great resource for information about the District. To receive the latest news from District 2, follow our Facebook page and Twitter feed, both of which are accessible from our website's homepage.

In addition to receiving printed copies of flyers and newsletters from your school, you will also receive email and/or text message notifications from the District at the email addresses and/or cell phone numbers you provided at registration. You can opt out of these services at any time by clicking the "Unsubscribe" link at the bottom of any notification from the District. Our phone notification system will also use the phone numbers provided at registration to call your family with emergency messages.

Photo & Video Release

During the school year, photos and videos of children are occasionally taken for District community relations. The photos and videos may be published in school, District and community newsletters, posted on the District's website or social media pages, shared with local newspapers, broadcast on cable television, displayed in school, and/or shown in classrooms or at school-sponsored events. The photos and videos are not used for commercial purposes, and students are not identified by name unless it is for special recognition. The District assumes it may take both photographs and videos of a student at school unless their parent/guardian requests in writing that their child not be photographed or identified. A form is available at the school office.

Directory Information

The District designates the following information about your child as "Directory Information:" the student's name, address, grade, and birth date; the parents'/guardians' names and addresses; the student's academic awards and honors; information in relation to school-sponsored activities, organizations, and athletics; and the years of attendance in the school.

Directory Information can be used under Illinois law in District publications and in other documents intended for the school community. It can also be disclosed to newspapers, other public sources, and to outside organizations. For example, it can be provided to school picture companies and yearbook and promotion announcement companies, and it can be published in student directories. Contact your school office to direct the District to withhold your directory information.

BSD2 CARE

The CARE Program (Cultivating Academic Readiness and Excellence) allows volunteers to work with pre- kindergarten to eighth-grade students and teachers to enhance students' reading and math skills. Volunteers are matched with teachers to assist students in their learning, and - based upon teachers' needs - may work with individual students, in small groups, or with the whole class. CARE volunteers are asked to give at least one hour of their time each week, and many greatly exceed that time commitment. Volunteers work in a classroom with students in the core subject areas, but could also assist with gym, art and music. Volunteers with specific skills and classroom needs should contact their school's CARE facilitator. Volunteers are crucial to our student's success. For more information, contact Lara Schwarz, CARE Coordinator, at 630-766-2605 ext. 3202 or lschwarz@bsd2.org.

BSD2 Family Resource Center

Helping ALL District 2 Families Learn & Grow Together!

Formerly known as the BSD2 Community Center, the BSD2 Family Resource Center has reorganized with a focus on helping connect District 2 families with community partners that provide ...

- **Medical & Legal Aide**
- **Food & Clothing Services**
- **Citizenship & Language Assistance**
- **Social-Emotional Supports**
- **Parent Education & Workshops**
- **Other Helpful Resources for Families**

Everyone is invited to the BSD2 Family Resource Center - parents, students, staff and community members! That's because the BSD2 Family Resource Center can help ALL District 2 families learn and grow together!

BSD2 Family Resource Center at Tioga School

212 W. Memorial Road, Door 12
Bensenville, IL 60106

- **Phone:** 630-766-2602 x 4355
- **Hours:** 7:30 a.m.-4 p.m. Monday-Friday, and by appointment only on Saturdays

Safety & Emergencies

Safety procedures and rules are taught as part of the school-wide behavior program. Student safety requires repeated instruction and training from both home and school.

Articles Prohibited in School

Students should not bring dangerous or inappropriate items to school. Suspension or expulsion or other discipline may result. Prohibited items include vaping devices, drugs, weapons, and some electronic devices. See the full list in items 1 - 6 under "Disciplinary Procedures."

Phone Usage

Students may bring cellphones to school; however, they must remain turned off, and may not be used in the school building unless under the direction of a teacher or administrator. This includes before and after school, and at all extracurricular activities.

Failure to adhere to these guidelines may result in the phone being taken away from the student until a parent/guardian comes to school to retrieve it. Further violations of this policy may result in additional consequences.

Taking Photos & Videos

Taking photos or recording video of an individual without their consent is prohibited, and will result in disciplinary action. Cellphones with photographic capabilities are not allowed in locker rooms or washrooms.

Sexting

Sexting is the sending of sexually explicit messages or images by cell phone, and is unacceptable behavior prohibited in school.

Calling Parents/Guardians

If a student needs to call a parent/guardian, they may do so in the main office with the permission of school staff.

Emergency Calls

Students may use their cellphones in an emergency that threatens the safety of students, staff, or other individuals.

Distribution of Written or Electronic Material

Students are prohibited from accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption to the learning environment or discipline of the school. Students are prohibited from creating and/or distributing written, printed, or electronic material, including photographs and Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members. This policy is not intended to infringe upon any right to exercise free expression or exercise of religion protected under the First Amendment of the U.S. Constitution.

Students' Lockers, Cubbies & Desks

In accordance with Illinois law, students have no expectation of privacy in school property and equipment owned or controlled by the school, or in any personal effects left in those places. Student lockers are school property. School authorities may inspect and search places and areas, including, but not limited to, lockers, desks, and parking lots, as well as any personal effects left therein, without notice to or consent of the student, and without a search warrant.

The superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Student Accounts or Profiles on Social Networking Websites

School officials may not require a student or their parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

School officials may conduct an investigation or require a student to cooperate in an

investigation if there is specific information about activity on a student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share reported content to allow school officials to make a factual determination.

Student Online Personal Protection Act (SOPPA)

Students will use educational websites in the classroom that will sometimes use their name or other login information to track their work.

Many of these websites are subject to the Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/). Educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as operators. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Illinois State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, the District may need to collect different types of student data and share it with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting students' information, or from engaging in targeted advertising using their information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information

- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (disability information, English language learner, free/reduced-price meals, or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the District

Student & Family Privacy Rights

[Board Policy 7:15 - Student and Family Privacy Rights](#) outlines students' and parents'/guardians' rights related to the following:

- Surveys requesting personal information from students, as well as any other instrument used to collect personal information from students
- Parental review of any instructional material used as part of their child's educational curriculum
- Non-emergency, invasive physical examination or screening as a condition of school attendance.
- Prohibition of the sale or marketing of students' personal information

Personal Information

School personnel will not disclose the identity of any student who completes any survey or evaluation containing any of the following:

- Political affiliations or beliefs of the student or the student's parent/guardian.

- Mental or psychological problems of the student or the student's family.
- Behavior or attitudes about sex.
- Illegal, anti-social, self-incriminating, or demeaning behavior.
- Critical appraisals of other individuals with whom students have close family relationships.
- Legally-recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)

Reviewing & Opting Out of Student Surveys

Parents/guardians can, without penalty, review and/or opt not to allow their children to participate in any student survey requesting personal information. To do so, please contact your school principal.

Video Surveillance

Security cameras are installed in some hallways and at all exterior doors at all schools. If they capture disciplinary actions, the recordings may be used for internal review practices only.

Student Safety & Threat Assessment

To assess possible safety threats, whether to students, staff or property, the District uses a Student Safety Assessment System developed from recommendations by the U.S. Secret Service and Department of Education. Contact your school for more information on the District's procedures for student safety and threat assessment.

Fire, Disaster & Lockdown Drills

Fire and disaster drills are carefully planned at each school. Students frequently practice the drills so they become familiar with the routines. The schools cooperate with fire and civil defense groups in planning for disaster drills.

Severe Weather at Dismissal

If there is severe weather at or near dismissal, students will be kept until the danger has passed, and parents/guardians will be notified via emergency emails, text messages, and/or phone calls sent through the District's mass notification system..

Winter Recess

Elementary students have outdoor recess for 20 minutes a day when the temperature, including wind chill, is 15 or above. Please make sure they have a warm coat, scarf, gloves, and boots.

Erin's Law

Illinois public schools are required to provide from pre-kindergarten through 12th grade with age-appropriate personal safety awareness and prevention education. Lessons have been carefully developed to comply with this requirement to provide developmentally sensitive and appropriate training for our students. Additionally, staff receive annual professional development on this topic. Parents/guardians will also be provided with resources and information annually.

Sex Offender Notice

Law enforcement assists school officials in screening individuals who come in contact with students at school or school events. School officials are prohibited by law from releasing this information, but parents/guardians may receive information regarding child sex offenders registered in the area through the Illinois State Police website at www.isp.state.il.us.

Asbestos Inspection & Management

The Asbestos Hazards Emergency Response Act (AHERA) requires school districts to have a state-accredited inspector inspect for asbestos-containing building materials. Additionally, the law requires a state-accredited management planner to prepare an Asbestos Management Plan using information from the inspection. District 2's Inspection and Management Plans were submitted to the Illinois Department of Public Health (IDPH) for approval on October 12, 1988, and were reviewed and

approved by the IDPH on April 17, 1991. AHERA further requires a thorough re-inspection every three years and periodic surveillances every six months. The last re-inspection was completed in March 2023. These documents are available for review in the District 2 office located at 210 S. Church Road in Bensenville.

Pesticide Registry

District 2 practices integrated pest management, a program that combines preventative techniques, chemical pest control methods, and

the appropriate use of pesticides with a preference for products that are the least harmful to human health and the environment. The term “pesticide” includes insecticides, herbicides, rodenticides, and fungicides.

District 2 maintains a registry of people who wish to be notified prior to pesticide applications. Contact your school to be included in this registry.

Rights & Responsibilities

Introduction

District 2 has high expectations for students and staff. It is imperative that families and staff work together to establish and maintain expected student behavior. Additionally, it is important to recognize that families, teachers, and staff have individual rights and responsibilities with respect to student discipline.

The responsibility for student behavior belongs primarily to the students, parents, and guardians. Administrators, teachers, and staff have the responsibility and authority to establish a safe environment where learning can take place effectively.

Students also have rights and responsibilities with regard to their own conduct in school. It is important for students to understand that the rights of the individual must be viewed in relation to the health, safety, and welfare of the other students and the school staff.

These guidelines are designed to educate students and parents/guardians to the standards that ensure an orderly educational program. They have been prepared in accordance with Bensenville School District 2 Policy and Illinois School Code. They are reviewed annually by a committee consisting of parents, teachers, administrators and Board of Education members.

Student Responsibilities

To assure the best environment for learning, students are expected to:

- Know and follow behavior expectations and instructions given by principals, teachers, and all other staff members.
- Tell staff members about any dangerous behavior or bullying that occurs at school, on the way to and from school, at extracurricular activities, or that could affect the school community.
- Bring to school only those materials that are allowed.
- Exhibit citizenship that displays respect for the rights of all members of the school community.

- Maintain high standards of courtesy, respect, care, language, and honesty.
- Attend all classes on time and prepared.
- Respect school and personal property, have pride in their work, and strive for high achievement.
- Complete all assignments on time.
- Cooperate and work to the best of their abilities.
- Maintain an appearance, including dress and hygiene, that does not disrupt the educational process or compromise standards of health and safety.

Students' Rights

Each student has the following rights to the extent afforded by law:

- To learn in an atmosphere free from partiality, prejudice, and unnecessary distraction.
- To express viewpoints courteously and calmly.
- To be informed of satisfactory and unsatisfactory performances as they occur.
- To be treated in a courteous and respectful manner regardless of race, religion, ethnic or economic background, gender, or handicap.
- To learn in a safe and healthy environment
- To be free from discrimination and harassment or intimidation by another student or District employee based upon a student's gender, color, race, religion, creed, ancestry, national origin, physical or mental disability, sexual orientation, or other protected group status.

Student Behavior Guidelines

In general, a student's behavior at school, at school-related activities, and while traveling to and from school and school-related activities, is expected to reflect the following:

- Conduct which considers the rights of others.
- Respect for other persons and their property.
- Compliance with school rules and regulations, and the provisions of law.

These expectations apply to students at all times during the school day, while on school and District property, while traveling to and from school, at any school-related event, and while using the District's network or District-issued devices.

These expectations also apply outside of school if the behavior disrupts or may disrupt the educational process or safe operation of school. This includes behavior on social networking websites that disrupts or may disrupt the educational process or safe operation of the school.

Unacceptable student behavior includes, but is not limited to the behaviors that are listed within the Disciplinary Procedures.

Parent/Guardian Responsibilities

To reinforce expected student behavior, parents/guardians have the responsibility to:

- Ensure that any family members involved in the students' education are aware of all parent/guardian responsibilities and rights.
- Provide current telephone numbers where they can be reached in an emergency, and to notify the school immediately if a telephone number or address changes.
- Provide and update school staff with current names and telephone numbers of emergency contacts in the event they cannot be reached.
- For the student's safety, promptly report the reason for any absence or tardiness to school staff.
- Ensure their child is in daily attendance as well as adheres to the students' specific arrival and dismissal times.
- Provide supplies, time, place, supervision, and encouragement for their child's home study.
- Ensure their child completes homework, is ready to learn, and is properly prepared for daily school expectations.
- Discuss assignments, report cards, and other school communications with their child.
- Maintain regular communication with their school concerning their child's progress and behavior.
- Encourage citizenship that displays respect for the rights of all members of the school community.

- Cooperate with staff in modifying the child's behavior when necessary.
- Comply with all school and District policies, procedures and rules when on campus, including, but not limited to, obeying all traffic signs while at and on school property and when present for extracurricular activities..

Parent/Guardian Rights

Parents/guardians have the right to:

- Expect their child to be treated fairly and with respect.
- Expect their child to develop personal and educational skills in a classroom environment that fosters positive self-esteem.
- Be informed on a regular basis of their child's academic and behavioral progress, both positive and negative.
- Be informed of available counseling services and their rights to due process.
- Expect individual differences to be recognized and respected.
- Expect their child to be taught in a safe environment conducive to learning.
- Receive partnership and support of teachers and staff members.
- Have confidentiality in student records respected as provided by law.

Staff Responsibilities

It is the responsibility of District 2's professional staff to:

- Act as role models for their students by promoting and exhibiting high personal standards of courtesy, respect, care, language, and honesty.
- Model and positively reinforce school-wide expectations in all interactions (for example, responsibility, respect, safety).
- Design and deliver an effective instructional program that meets the needs of students and maintains high expectations for all.
- Implement positive behavior management procedures that facilitate a safe learning environment.
- COmmunicate and work collaboratively with social-emotional learning staff and administration to respond to student social-emotional learning, behavior, and health needs.

- Supporting a culture that values two-way communication with parents/guardians.
- Communicate with parents/guardians about student progress and behavior.
- Maintain and preserve confidential student information as provided by law.
- Adhere to the guidelines outlined in this booklet.

Staff Rights

Each staff member has the right to:

- Work in an atmosphere free of physical, psychological, and verbal abuse.
- Expect their personal property to be respected.
- Receive the cooperation and the individual attention of every student.
- Receive the cooperation and support of parents/guardians.
- Have the assistance and cooperation of other staff members.
- Employ reasonable actions as needed to prevent injury to themselves or another person, or damage to property.

Expectations for Extracurricular Activities

In order to participate in or attend any school activity, practice, rehearsal or performance, etc., after school, in the evening, or weekend, a student is expected to meet these requirements. Exceptions, with administrative approval, will be made on a case-by-case basis with consultation of parent/guardians and involved staff.

- The student must be in full classroom attendance unless a special arrangement has been made with the school administration.
- The student must be making satisfactory academic progress in all subjects, to be determined by the school. Parents/guardians will be notified by the school (for example. coach, athletic director, sponsor) when students are ineligible for extracurricular activities.
- The student must be in good standing with all administrator issued detentions. Students serving In-School Suspension or Out-of-School Suspension are ineligible to participate in extracurricular activities for that day. Students notified of In-School Suspension or Out-of-School Suspension for the following day are ineligible to participate in extracurricular events on the day of notification. Similarly, students may not be spectators at extracurricular events on the same days described above for participation.
- A student participating in an activity or athletic program will be subject to disciplinary action if he or she violates this Code of Conduct for Extracurricular Activities. Violations will be treated cumulatively, with progressive discipline for subsequent violations.

Disciplinary Procedures

The following are general guidelines only. Students will be subject to disciplinary action any time they engage in inappropriate behavior. Furthermore, the specific consequences and/or disciplinary actions listed may be modified at the discretion of the administration.

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions.

Board of Education Policies, Rules & Regulations

The Board of Education has copies of its adopted policies, rules, and regulations governing student behavior and disciplinary procedures on file in each attendance center and accessible on the district's website at www.bsd2.org. Those policies and procedures may be amended at any time. In the event of a conflict with this handbook, current policies, rules, regulations, and law shall supersede. The use of corporal punishment as a disciplinary method of dealing with student behavior is not permitted as a matter of Bensenville School District 2 Policy and the Illinois School Code

Temporary Exclusion from Class

The classroom is the best location to manage nearly all behavior issues. This approach permits all students to continue learning. To achieve this goal, teachers can call on other staff members for guidance and support. However, sometimes a student will be relocated to other building areas to manage a behavior issue. The teacher, the student and other staff will work together to return the student to the classroom as soon as possible and appropriate.

Detention

Student detentions may be used before, during, or after school as a corrective disciplinary measure. In the event of a detention, notices will be issued to parents/guardians. The teacher or school administrator will make prior arrangements with the parent/guardian for the

student to serve a detention before or after school. The parent/guardian may be responsible for the student's transportation.

Behavior Subject to Suspension or Expulsion

The Board of Education defines gross disobedience or misconduct to include any behavior that is of such egregious nature as to constitute, on its face, gross disobedience or misconduct. Gross disobedience or misconduct also is any conduct, behavior, or activity, as defined by the Board of Education in its policies, that causes, or may reasonably cause, school authorities to forecast substantial injury or disruption or material interference with school-related activities or the rights of other students or school personnel, or the risk of same. Gross disobedience or misconduct may occur on school grounds, on a school bus, or at a school activity or activity reasonably related to school. It also may occur in a situation other than on school grounds or at a school-related activity, provided, however, that a reasonable relationship exists between the conduct of the student and a potential impact on the school, its processes, or its student environment. Gross disobedience and misconduct also shall include, but is not limited to, the following types of conduct and such other conduct as may be designated from time to time by policy of the Board of Education or the administration:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, e-cigarettes (whether or not containing tobacco or other substances), or vaping devices (whether or not containing tobacco or other substances).
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions, and are treated as though they had alcohol in their possession.
3. Using, possessing*, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be

- administered a medical cannabis infused product under Ashley's Law).
- b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law.
 - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
 - f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
 - g. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to

believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.

- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions, and are treated as though they had the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling, or transferring a weapon as that term is defined in the Weapons section of Board of Education Policy, or violating the Weapons section of that policy.
5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals; or (d) as otherwise permitted by staff.
6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff

- member's request to stop, present school identification, or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
 9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
 10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
 11. Teen dating violence, as described in Board policy 7:185, Teen Dating Violence Prohibited.
 12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
 13. Entering school property or a school facility without proper authorization.
 14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
 15. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
 16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
 17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
 18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
 19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
 20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
 21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property. Examples of endangering health and safety include, but are not limited to, repeated failure during a declared health emergency to wear face coverings, maintain social distance, or practice other protective measures required by the District.

For purposes of this policy, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a

school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psycho-stimulant medication to the student.

Any incident involving battery, firearms, or drugs shall immediately be reported to the police and the Student Incident Reporting System. In addition, if an administrator determines that any person is a clear and present danger to themselves or others, the administrator shall notify the State Police within 24 hours.

Suspensions

A suspension is an exclusion of a student from school and/or denial of educational services to which the student would be otherwise entitled, for a period not to exceed ten (10) consecutive school days. If a student is suspended due to gross disobedience or misconduct on a school bus, the student may be suspended from the bus in excess of ten (10) days for safety reasons.

In-School Suspension

Temporary exclusion of a student from a class or classes, with an opportunity to make up missed class work for credit.

Authority

In accordance with Section 10-22.6 of the Illinois School Code of Illinois, a school principal or appropriate designee shall have the authority to suspend students guilty of gross disobedience or misconduct with the exceptions noted in Section 4 of these Rules, and no action shall be taken against them for such suspension.

Due Process Procedures

The following preliminary procedures for suspension shall be observed:

- Before suspension, the student shall be given oral or written notice of the charges.
- If the student denies the charges, an opportunity shall be given to the student to present an explanation or evidence supporting their denial.
- The school principal shall make a decision and then inform the student if the suspension is to be imposed.

In accordance with previously stated rules concerning welfare and safety, students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be immediately removed from the school program. In such cases the requirements of notice and hearing set forth above shall follow as soon as practicable.

Immediately upon imposition of the suspension, the student and the parent/guardian of the student, shall receive oral and written notice of the following:

- The reason for the suspension, including a copy of the specific Rules and Regulations allegedly violated by the student.
- The beginning date and total number of days of the suspension.
- The right to a review of the suspension as set forth in Section III.

A request for a review hearing shall be submitted in writing within three (3) school days after receipt of the suspension notice. The review hearing will take place within five (5) days of the request or on a date mutually acceptable for all parties involved.

In all cases of suspension, the school principal shall not dismiss the suspended student from school until arrangements have been made with the student's parents/guardians, or when school is dismissed for the day.

Review Hearing

A review hearing will take place with the Building Principal.

1. If the parent/guardian is not satisfied with the Building Principal response, they will be referred to the Superintendent.
2. The Superintendent will conduct a review.
3. The review hearing shall be conducted by the Board of Education or by a hearing officer appointed by the Board and will be held in executive session.

4. At the hearing, the student shall be afforded the following:
 - a. The right to be represented by counsel (at the expense of the student or parents/guardians).
 - b. The right to present evidence and call witnesses.
 - c. A review of the evidence as contained in the summary of the suspension review/expulsion hearing conducted by a hearing officer shall be made by the Board of Education in executive session within ten (10) days of such hearing.

If the Board of Education finds in a hearing on the suspension of a student that the action was unjustified or unreasonable, the following procedures will be followed:

1. The student's record will be expunged of all notations or remarks in regard to the suspension or expulsion.
2. The student's absence(s) will be recorded as "excused."
3. All educational opportunities and services missed by the student will be afforded. Tutoring will be provided for the number of days suspended, if deemed necessary by the administration.

Expulsions

An exclusion of a student from school and/or denial of educational services to which the student would otherwise be entitled shall be for a definite period of time greater than ten (10) consecutive days, but not to exceed two (2) calendar years.

Authority

Upon the recommendation of the Superintendent and in accordance with Section 10-22.6 of the Illinois School Code of Illinois, the Board of Education may expel students guilty of gross disobedience or misconduct (See Board of Education Policy 7.210), and no action shall lie against them for such expulsion. Expulsion shall take place only after a review hearing by the Board, or the Board takes action upon findings submitted by a Board-appointed hearing officer.

Due Process

Prior to the expulsion, the student and the student's parent/guardian shall be notified of the following by registered or certified mail at least five (5) days prior to the date of the hearing, or

at least three (3) days prior to the hearing date if a copy of the letter is personally delivered:

1. The reason(s) for expulsion including a copy of the specific Rules and Regulations allegedly violated by the student.
 - The time, date, place and purpose of hearing.
 - The review hearing procedures as set forth in Section III of these rules.
2. The review hearing shall be held at a time and date mutually convenient to the parties involved to the extent possible.

Review Hearing Procedures

The review hearing shall be conducted by the Board of Education or by a hearing officer appointed by the Board and will be held in executive session.

At the hearing, the student shall be afforded:

1. The right to be represented by counsel (at the expense of the student or parents/guardians).
2. The right to present evidence and call witnesses.
3. A review of the evidence as contained in the summary of the suspension review/expulsion hearing conducted by a hearing officer shall be made by the Board of Education in executive session within ten (10) days of such hearing.

If the Board of Education finds in a hearing on the suspension of a student that the action was unjustified or unreasonable, the following procedures will be followed:

1. The student's record will be expunged of all notations or remarks in regard to the suspension or expulsion.
2. The student's absence(s) will be recorded as "excused."
3. All educational opportunities and services missed by the student will be afforded. Tutoring will be provided for the number of days suspended, if deemed necessary by the administration.

Misconduct by Students with Disabilities

The Explanation of Procedural Safeguards details the discipline guidelines for students with disabilities.

1. A student with a disability may be subject to exclusionary discipline for behavior which is not a manifestation of his or her disability.
2. If a student with a disability carries a weapon to school or a school function or knowingly possesses, uses, sells or solicits the sale of a controlled substance while at school or a school function, the student may be placed in an appropriate interim alternative educational setting for up to 45 calendar days.

Disciplinary Infractions

Students who commit serious behavior infractions are subject to suspension and in some cases expulsion.

Minor Infractions

- Gum/food/drink use
- Cafeteria problem
- Creating disturbance within the building or on school grounds
- Any disruptive display of public affection
- Failure to exit building promptly
- Failure to follow directions
- Failure to produce ID when requested
- Possession of another's ID
- Failure to serve lunch detention
- Failure to serve AM/PM Penalty
- Gambling
- Harassment
- Inappropriate attire
- Lying to school officials
- Misuse of technology, including cell phones, personal devices, ear devices
- Possession/distribution/posting of unauthorized inappropriate material
- Vulgar/obscene language, writing and/or gestures

Minor infractions may be considered major based on the circumstances surrounding the incident and/or repeated offenses.

Major Infractions

- Arson
- Assault and/or battery of students or staff
- Bullying/cyber bullying
- Bus disruption
- Damage to school property or property belonging to staff or students
- Disruption of class
- Disruptive demonstrations on school property
- Failure to serve In-School Suspension
- Failure to serve AM/PM Penalty (repeat occurrences)
- Flagrant/continued disregard of school rules
- Fighting.
- Firecrackers/smoke bombs
- Gambling
- Gang/cult activity (apparel, recruitment, intimidation, graffiti, gestures)
- Gross student misconduct
- Group disorder/ creation of chaos
- Harassment (for example, sexual/racial)
- Insubordination
- Leaving School Building without permission
- Making a bomb threat
- Misuse of technology, including cell phones, personal devices, ear devices
- Possession/distribution/posting of unauthorized, inappropriate literature
- Possession or sale of drugs, drug paraphernalia, or alcohol
- Possession/use of dangerous materials or weapons, including look-alikes
- Repeated occurrences of possession of other incendiary devices.
- Setting off and explosive device (or threat)
- Tampering with fire extinguishers
- Theft (determined by incident)
- Threat of violence to students or staff
- Tripping of fire alarm (criminal)
- Truancy - partial or full day
- Verbal abuse to staff
- Vulgar/obscene language, writing and/or gestures

Acknowledgements

The handbook was reviewed and revised by the following members of the Bensenville School District 2 Administration and BSD2 Parent-Teacher Advisory Committee on Student Discipline.

BSD2 Administration

Dr. Katie McCluskey Superintendent of Schools
Cindy Snyder..... Administrative Assistant to the Superintendent
Paul Novack..... Chief Financial Officer
Dr. Anne Paonessa..... Assistant Superintendent for Teaching and Learning
Dustin Berman Assistant Superintendent for Student Services
Edgar Palacios..... Director of English Learners/Bilingual Services
Janet Kutter.....District Nurse
Tim Waldorf.....Community Relations Coordinator

BSD2 Parent-Teacher Advisory Committee on Student Discipline as of June 2023

Dustin Berman..... Assistant Superintendent for Student Services
Missy Baglarz.....Coordinator for Student Services
Lori Parthimos.....School Board Member
Dr. Perry Finch..... Blackhawk Middle School Principal
Jennifer McGraw.....Blackhawk Middle School Teacher
Rachel Saltenberger.....Blackhawk Middle School Parent
Carlos Patiño.....W.A. Johnson School Principal
Meredith Barrett.....W.A. Johnson School Teacher
Victoria Myhre.....W.A. Johnson School Parent
Jeff Kersten..... Tioga School Principal
Amber Soike..... Tioga School Assistant Principal
Sandy Brown.....Tioga School Teacher
Betty Diaz.....Tioga School Parent

This Handbook reflects the Board of Education’s policy on student discipline as reviewed by committee on June 20, 2023, and approved by the Board of Education on July 26, 2023.. The policy, as well as rules and regulations governing discipline, are available upon request from the Superintendent’s Office, and is posted on the District’s website at www.bsd2.org/policies.

For the most up-to-date information and changes to the handbook, visit the District’s website at www.bsd2.org | [Students & Families](#) | [Student Handbook](#).