LEARNING & GROWING TOGETHER

BENSENVILLE

SCHOOL DISTRICT 2

STUDENT HANDBOOK

2025/2026

BENSENVILLE
SCHOOL DISTRICT 2

STUDENT HANDBOOK

Illinois law requires that parents or guardians be notified annually of certain policies, procedures, and practices of the school district. Many of the policies are referenced in the student handbook. All policies are posted on the District's website at www.bsd2.org, and are available for review in every school and at the Educational Administration Center, 210 S. Church Road, Bensenville.

A committee of parents, teachers, and administrators developed the handbook; each year, the booklet is reviewed and, if necessary, revised.

Your child will be held accountable for the behavior and consequences outlined in the handbook, both during the regular school day and at extracurricular activities. So please read and review the handbook with your child.

BENSENVILLE
SCHOOL DISTRICT 2

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, or at the District 2 office located at 210 S. Church Road in Bensenville, Illinois.

OUR MISSION, VISION AND BELIEFS

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.

Table of Contents

- Student Handbook
- Welcome to Bensenville School District 2
  - About District 2
  - About this Handbook
  - Our Mission, Vision and Beliefs
    - Our Mission
    - Our Vision
    - Our Beliefs
  - Our Strategic Priorities
- Table of Contents
- General Information
  - Enrollment & Registration
    - Required Proof of Residency
    - Proof of Custody/Guardianship
    - Age to Enter Kindergarten
    - Transferring from Another School District
    - Military Service
    - Homeless Children
  - Homeless Families
  - Accommodating Individuals with Disabilities
  - Fees
    - Pay for school fees online
    - Waiver of Fees
  - School Supplies
  - Attendance & Punctuality
    - Reporting Absences
    - Excused Absences
    - Truancy
    - Mental Health Absences
    - Tardy Policy
  - Student Appearance & Dress Code
  - Releasing Students During the School Day
  - Extracurricular Activities
  - Dismissal
  - Classroom Parties
  - Halloween
    - Birthdays
  - Visitor Policy
  - Parental Involvement
    - Parent-School Communication
    - Parent Messages to Students
    - Parent-Teacher Conferences
    - Parents' School Visitation Rights
  - School Closing Information
    - eLearning Days
  - Student Identification (Middle School)
  - Lost & Found
  - Computer Usage
  - Student Records
  - Students Leaving the District
- Curriculum, Instruction and Assessment
  - Student Programs
    - Chorus
    - Fine Arts
    - English Language Arts
    - Math
    - Reading & Math Intervention Programs
    - Health Education
    - Instrumental Music
    - Physical Education
    - Science
    - Social Science
    - Spanish
    - Music
    - Robotics
    - Visual Arts
    - Social-Emotional Learning (SEL)
    - STEAM & STEM Lab
  - Learning Centers
  - Homework
  - Assessment
    - Illinois Assessment of Readiness (IAR)
    - Illinois Science Assessment
    - Illinois ACCESS 2.0 Testing
  - Reporting Student Progress
    - Grading & Promotion
    - Elementary
    - Middle School
  - Summer School Program
  - PowerSchool
  - Title I Information
    - How are the Title I funds used?
    - Title I Grant Parent Participation
    - Right to Request Professional Qualifications
- Dual Language & Multilingual Education
  - Transitional Bilingual Education (TBE)

- Dual-Language Program (DL)
- Transitional Program of Instruction (TPI)
  - Pre-Kindergarten
  - Grades K-8
- Illinois ACCESS 2.0 Testing
  - EL Screening Criteria
- Multilingual Parent Advisory Committee (MPAC)

Supports, Interventions & Social-Emotional Learning
- Multi-Tiered System of Support (MtSS)/Academic Support
- Positive Behavior Interventions & Supports (PBIS)
- Guidance & Counseling/Social Work
- Suicide Awareness & Prevention
  - You Are Not Alone!
- Bullying/Intimidation/Harassment
  - Cyber-Bullying
  - Electronic Communications
  - Hazing
- Sexual Harassment
- Teen Dating Violence
- Non-Discrimination Coordinator
- Complaint Managers

Special Education & Early Childhood Programs
- Comprehensive Special Education
  - Special Education Rules & Procedural Safeguards
- K-8 Special Education Supports
- Itinerant Services
- Pre-Kindergarten Program
  - Pre-Kindergarten Screening
- Birth-to-3 Program
- McKinney-Vento Homeless Assistance
  - Bensenville District 2 Homeless Liaison

Health & Wellness
- Wellness Goals in the District
- COVID-19 & Other Communicable Diseases
- Required Examinations & Immunizations
  - Physical Examinations & Immunizations
  - Mandatory Dental Examination
  - Mandatory Vision Examination
  - Influenza and Meningococcal Vaccinations
- School Vision & Hearing Screening Program
- Head Lice
- Sports Physicals (Middle School)
- Student Athlete Concussions and Head Injuries
- Medical Emergencies
- Administering Medicines to Students
  - Self-Administration of Medication
  - School District Supply of Undesignated Asthma Medication
  - School District Supply of Undesignated Epinephrine Injectors
  - School District Supply of Undesignated Opioid Antagonists
  - Administration of Medical Cannabis
  - Administration of Undesignated Medication
- Home & Hospital Instruction

Meals & Transportation
- Food Services
  - Meal Menus
- Transportation
  - Safety Hazards
  - Special Education Accommodations
  - Authorized Drivers
  - Safety Inspections
  - Electronic Recordings on School Buses
  - How's Our Driving?
- School Bus Conduct & Safety
  - Rules & Regulations for Student Riders

Community Relations & Communications
- News, Notifications & Social Media
- Photo & Video Release
- Directory Information
- BSD2 Family Resource Center

Safety & Emergencies
- Articles Prohibited in School
- Phone/Electronics Usage
  - Taking Photos & Videos
  - Sexting
  - Calling Parents/Guardians
  - Emergency Calls
- Distribution of Written or Electronic Material
- Students' Lockers, Cubbies & Desks
- Students' Lockers, Cubbies & Desks
- Students' Lockers, Cubbies & Desks
- Student Accounts or Profiles on Social

- Networking Websites
- Student Online Personal Protection Act (SOPPA)
- Student & Family Privacy Rights
  - Personal Information
  - Reviewing & Opting Out of Student Surveys
- Video Surveillance
- Student Safety & Threat Assessment
- Fire, Disaster & Lockdown Drills
- Severe Weather at Dismissal
- Winter Recess
- Erin's Law
- Employee Conduct Standards
- Sex Offender Notice
- Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations
  - Warning Signs of Child Sexual Abuse
    - Physical signs:
    - Behavioral signs:
    - Emotional signs:
  - Warning Signs of Grooming Behaviors
  - Warning Signs of Boundary Violations
- Asbestos Inspection & Management
- Pesticide Registry

Rights & Responsibilities
- Staff Rights
- Staff Responsibilities
- Parent/Guardian Rights
- Parent/Guardian Responsibilities
- Student Behavior Guidelines
- Students' Rights
- Student Responsibilities

Expectations for Extracurricular Activities

Disciplinary Procedures
- Board of Education Policies, Rules & Regulations
- Temporary Exclusion from Class
  - Detention
- Behavior Subject to Suspension or Expulsion
- Suspensions
  - In-School Suspension
  - Authority
  - Due Process Procedures
  - Review Hearing
- Expulsions
  - Authority
  - Due Process
- Review Hearing Procedures
- Misconduct by Students with Disabilities
- Disciplinary Infractions
  - Minor Infractions
  - Major Infractions

Acknowledgements

General Information

Enrollment & Registration

Families begin the registration process by supplying a certified copy of their child's birth certificate and up-to-date physical, dental, and immunization records.

Required Proof of Residency

Families enrolling students in District 2 must provide the following documents as proof of residency.

One of the following documents must show parent/guardian name and current District 2 address:

- Mortgage papers (homeowners)
- Lease agreement (renters)
- Letter of residence from landlord in lieu of lease (7:60-AP2,E1)
- Letter of residence to be used when the person seeking to enroll a student is living with a District 2 resident (7:60-AP2,E2)

Also, three additional documents from the list below, with current District 2 address; these documents should be the most recent:

- Bank account (savings or checking)
- Cable television bill
- Change of address form from post office
- Credit card bill
- Homeowners/renters/auto insurance policy
- Loan payment book
- Paycheck showing current address
- Phone bill (home or cellphone)
- Property tax bill
- Public aid and/or medical card with current address
- Utility bill (electric, gas, water)
- Vehicle registration
- Voter registration card

Photo identification showing parent/guardian name:

- Driver's license
- Illinois state ID
- ID from consulate
- Passport

Proof of Custody/Guardianship

Proof of custody/guardianship can be established by providing:

- A court order, agreement, judgment or decree awarding/giving custody of the child to any person (including divorce decrees that award custody of the child to one or both parents)
- A completed and signed “Evidence of Non-Parental Custody, Control, and Responsibility of a Student” form (7:60-AP2,E3)
- DCFS Legal State Placement Papers

Age to Enter Kindergarten

Children must be 5 years old on or before September 1 to start kindergarten in a District 2 school. Procedures for early entrance to District 2 kindergarten are available upon request from the Assistant Superintendent of Teaching and Learning’s Office.

Transferring from Another School District

A student transferring from another school district must present a “Student Transfer Form” (ISBE 33-78) completed by the previous school. Transferring students must be considered in good standing in order to register at a District 2 school. NOTE: In conjunction with Board of Education Policy 7:50, no school may refuse to admit or enroll a student because of that student's failure to present his student permanent or temporary record from a school previously attended.

Military Service

If a pupil's change of residence is due to the military service obligation of the person with legal custody of a student, he/she may, with a written request from a legal custodian, maintain his/her residency as determined prior to the military obligation.

The District allows a dependent of United States military personnel who is housed in temporary housing located outside of the District to enroll if the dependent will be living within the District within six months after the time of initial enrollment and the military personnel seeking to enroll the dependent under this exception provides proof that the dependent will be living within the boundaries of the District within 6 months.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child’s parent/guardian is unable to produce records normally required for enrollment. Board policy 6:140, Education of Homeless Children, and its implementing administrative procedure, govern the enrollment of homeless children.

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.

Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the building Student Services Coordinator if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Fees

Registration fees are not currently collected at District 2 schools. Fees are charged at the middle school for physical education uniforms, calculators and agenda/ID packets. At all schools, students are charged for damage to Chromebooks or other District property. Fees are also charged for renting band instruments.

Pay for school fees online

You can pay school fees online at www.bsd2.org/fees. We accept Discover, Mastercard, or Visa. RevTrak, a national credit card payment processor, provides you the simple security and convenience of making online payments for your food service, athletic fees, and more—all in one location. You will need your Student ID number to set up an account.

Waiver of Fees

Families may be eligible to have fees waived if any of the following four conditions are met:

- The family's income is below the level in federal guidelines for a student to receive a free meal.
- The student's parents/guardians are veterans or active-duty military personnel with income at or below 200 of the federal poverty line.
- The student is homeless, as defined in the McKinney-Vento Homeless Assistance Act.
- The family can otherwise establish an inability to afford payment of the fees.

Application forms for fee waivers are available in the school office. Completed forms should be submitted to the principal. Any inquiries should be directed to the principal of your child's school. The use of false information to obtain a waiver is a felony under Illinois law.

School Supplies

The District provides all school supplies except gym clothes, backpacks, and calculators for the 2025-2026 school year. All supplies will be distributed to classrooms before students arrive.

Attendance & Punctuality

Illinois law requires that whoever has custody or control of any child between age 6 (by September 1st) and 17 years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session.

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. Students will be marked unexcused if a reason for an absence is not provided.

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

Truancy

Student attendance is critical to the learning process. Truancy is, therefore, a serious issue and will be dealt with in a serious manner by the school and the District.

Unreported absences are unexcused and considered truancy. 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/counselors, 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.

If chronic truancy persists after support services and other resources are made available, the school and the District will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney

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 & Dress Code

BSD2's student dress code supports equitable educational access and is written in a manner that does not disproportionately target individual student groups. Dress and grooming are important components of an overall positive learning environment that prepares students for operating in a professional and educational setting.

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our guiding values are:

- Student dress code enforcement will not result in unnecessary barriers to school attendance.
- All students are able to dress comfortably for school.
- School staff will use student/body-positive language to explain the code and to address code violations.
- Teachers focus on teaching without the additional and often uncomfortable burden of dress code enforcement.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as science class (eye or body protection), or PE (athletic attire/shoes).
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing, shoes or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing, shoes or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing, shoes or accessories that will interfere with the operation of the school and/or classroom environment, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, disability, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

The district has established the following guidelines:

Basic Principle: Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that the back, stomach, chest, and private areas (genitals, buttocks, breasts, and nipples) are not visible and are fully covered with fabric. Fabric may not be see-through. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

1. **Students Must Wear, while following the basic principle above:**
    a. Shirt (fabric covering the back, stomach, chest, and private areas), AND
    b. Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND
    c. Shoes.
    d. Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, and other activities where unique hazards exist.
2. **Students May Wear (as long as it does not violate #1)**
    a. Religious headwear
    b. Hoodie sweatshirts (wearing the hood overhead is not allowed - Face and ears must be visible to school staff).
    c. Fitted pants, including leggings, yoga pants and “skinny jeans”

d. Pajamas, as long as underwear and buttocks are not exposed.
e. Ripped jeans, as long as underwear and/or buttocks are not exposed.
f. Athletic attire
g. Modifications to athletic or team uniforms for the purpose of modesty, religion, or cultural values.

3. Students Cannot Wear

a. Violent language or images.
b. Images or language depicting drugs or alcohol (or any illegal item or activity).
c. Hate speech, profanity, pornography.
d. Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
e. Any clothing or material that reveals visible undergarments or the body parts listed above.
f. Accessories that could be considered dangerous or could be used as a weapon.
g. Any item that obscures the face or ears (except as a religious observance).
h. Shorts that are not visible under other clothing (ex. Oversized hoodie)
i. Hats/Beanies (with the exception of religious exemptions; IEP/504 Accommodations; designated school spirit events)

4. Dress Code Enforcement

a. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
    i. Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in Sections 1 and 3 above. Students in violation of Section 1 and/or 3 will be provided three (3) options to be dressed more to code during the school day:
        1. Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
        2. Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
        3. If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
    ii. Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
        1. kneeling or bending over to check attire fit;
        2. measuring straps or skirt length;
        3. asking students to account for their attire in the classroom or in hallways in front of others;
        4. calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; and,

5. accusing students of “distracting” other students with their clothing or body.

As outlined in Board Policy 7:160, a student’s appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The District does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. The District also does not prohibit the right of a student to wear or accessorize the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity or other characteristic or category protected under the Ill. Human Rights Act, 775 ILCS 5/1-103(Q). Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities. Students who feel they have been subject to discriminatory enforcement of the dress code should contact the Non-Discrimination Coordinator: Lydia Ryan, 630-766-5940 x1105, lryan@bsd2.org.

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. The parent/guardian must provide a driver’s license or photo ID in order to pick up the student. A note to the classroom teacher stating the time and reason for the release would be appreciated.

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.

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.

Classroom Parties

At the school's discretion, classroom parties may be held on Halloween and Valentine's Day. 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 Organization through membership and attendance at meetings PTO programs deal with the development and education of children. In addition 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 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 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.

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 twice a year, fall and spring. 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 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 will 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

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.

Student Identification (Middle School)

Students are expected to carry their school ID with them at all times and be ready to show it when asked by a staff member.

Having your ID helps keep things moving smoothly, especially during lunch. Students with IDs will be served first, as it speeds up the process for everyone.

If you misplace your ID, replacements are available in the Student Center for a small cash fee. A limited number of replacement IDs will be provided before any further action is taken.

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).

Computer Usage

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

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 and Assessment

Curriculum is made up of three components:

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

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 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.

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.

Reading & Math Intervention Programs

District 2 has reading and math specialists working at all of its schools in partnership with the classroom teachers in supporting student's literacy or math needs. These specialists use specialized programs to help address their identified needs. The specialists also assess the students' progress and growth toward meeting grade level standards.

Health Education

Parents/guardians may request 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.

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 receive alternative assignments relative to the current topic and may not participate in outdoor recess to prevent the student from exceeding physical limitations.

Science

Illinois' current science standards 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. Building upon students' natural curiosity about the world around them, students become engaged in lessons which explore science standards as well as integrate reading and math. Our science classes help our students to become problem solvers and to ask questions prompted by their observations. Proper safety procedures are followed including use of protective goggles and availability of eye wash stations within the middle school.

Social Science

Providing 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.

Starting in 2025-26, District 2 will be launching a Foreign Language at the Elementary School (FLES) program. First grade students not enrolled in the dual language program will receive 25 minutes of academic Spanish instruction within the school day on regular schools days. This program will expand a grade level each school year and will continue through 8th grade.

The goal of the Spanish FLES program within the school day is to cultivate a lifelong love for language learning while preparing students to thrive in a multilingual and multicultural world. The goal is for BSD2 students to be on the pathway to earn the state's Seal of Biliteracy when they reach high school.

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 (SEL)

Elementary students will participate in a 30-minute class each week that focuses on social-emotional learning. In 6-8th grades, SEL lessons are provided through Advisory classes.

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, 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 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. When a student has an extended absence, the family should reach out to the child's teacher(s) about work that was missed.

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:** MAP Growth is a dynamic adaptive assessment that measures your students’ achievement and

growth in K–8 math and reading. MAP Growth is used to understand how your student is performing and to inform classroom instructional strategies and next steps.
- **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 a state-mandated assessment. It is designed to measure if students are on track for college and career readiness. 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 Spring.

Illinois Science Assessment

The District is required by state testing laws to administer a science assessment to its fifth- and eighth-grade students. This assessment is generally administered in the spring 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

ACCESS 2.0 is an annual English language proficiency assessment required by the state of Illinois for all K–12 students identified as English Learners (ELs). It measures students' progress in learning academic English in four language domains:

- Listening
- Speaking
- Reading
- Writing

The results help educators and families:

- Understand how well students are progressing in English.
- Determine the appropriate level of language support.
- Make informed decisions about classroom instruction and EL services.
- Meet federal and state accountability requirements.

Reporting Student Progress

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.

Grading & Promotion

School report cards are issued to students on a trimester basis. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance.

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. The PowerSchool Parent portal provides assignment and assessment information for each course..
2. Report cards state student performance within the grade level standards for the year.
3. If concerns arise, teachers will inform parents/guardians of any areas of concern through a phone call, Kinvolved message, or email. Parent-Teacher Conferences will be held twice a year, fall and spring, 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.
4. 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 or any concerns.

Summer School Program

Data from interventions and assessments given throughout the school year will help identify students that would benefit the most from the summer school programs. 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 learn essential skills in math, as well, to support their success at the next grade level.

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.

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.

Blackhawk Middle School, Tioga School and W.A. Johnson 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 at all grade levels.

How are the Title I funds used?

Title I funds are used on a school-wide basis at all three schools 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:

- Surveys asking parents/guardians to determine their input on 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.

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.

Dual-Language Program (DL)

In the 2021-2022, District 2 launched a Dual-Language Program to develop biliterate students 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. The dual language program uses a 50/50 model of instruction with students learning in both Spanish and English daily.

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 a dual language or a TBE classroom depending on the grade level. 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 putting their request into writing. The letter needs to include their request to refuse the recommended EL services for their child/children, the date of the request and their signature. 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. Parents may revoke their refusal of services at any time by writing a letter to request services to be reinstated.

Illinois ACCESS 2.0 Testing

All EL students within the state of Illinois are tested on English language proficiency to determine their eligibility for EL services, and to monitor their English language development.

EL Screening Criteria

Screener	Administered	Minimum Score for English Proficiency
MODEL	Kindergarten: 1st Semester	5.0 Oral Composite
MODEL	Kindergarten: 2nd Semester First Grade: 1st Semester	Kindergarten: 5.0 Overall Composite First Grade: 4.2 Literacy Composite
WIDA Screener	First Grade-12th Grade: 2nd Semester	5.0 Overall Composite

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 two years.

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 and Behavioral 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.

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 to District Policy 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:

- During any school-sponsored education program or activity.
- 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.
- 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:

- Placing the student in reasonable fear of harm to the student's person or property.
- Causing a substantially detrimental effect on the student's physical or mental health.
- Substantially interfering with the student's academic performance.
- 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 make sexual advances, request 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 adating 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

Lydia Ryan
Lryan@bsd2.org
630-766-5940 ext. 1105
BSD2 Educational Administration Center
210 S. Church Road, Bensenville, IL 60106

Complaint Managers

Tammy Hoeflinger
thoeflinger@bsd2.org
630-766-5940 ext. 1106
BSD2 Educational Administration Center
210 S. Church Road, Bensenville, IL 60106

Dustin Berman
dberman@bsd2.org
630-766-5940 ext. 1107
BSD2 Educational Administration Center
210 S. Church Road, Bensenville, IL 60106

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, 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 student's home school or District based on the nature and severity of the student's needs.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). Potential programming may include:

- **Special Education Resource Support**
- **Instructional Student Program/ISP**
- **Academic Life Skills/ALS**
- **Language & Social Support Opportunities/LASSO (NDSEC)**
- **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. Non-Public Proportionate Share 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.

The District offers the following Pre-Kindergarten Classrooms:

- Blended Pre-Kindergarten Classrooms: These classrooms have a maximum of 20 students who are taught by at least two adults - one teacher and one paraprofessional. They include native English speakers, bilingual students, as well as students with and without disabilities.
- Bilingual Blended Pre-Kindergarten Classrooms: These classrooms have a maximum of 18 students who are taught by at least two adults. They serve bilingual students with and without disabilities.
- 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.

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.

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

Silvia Marquez De Acuna, McKinney-Vento Coordinator
212 W. Memorial Road
Bensenville, IL 60106
sacuna@bsd2.org
630-766-2602 ext. 4555

Health & Wellness

Wellness Goals in the District

The District promotes student wellness, including good nutrition and physical activity. You can learn more about this in the sections below and in Board Policy 6-50.

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.

Your child should not attend school if any of these respiratory virus symptoms are present:

- Fever of 100.4 F or greater or chills
- Cough, if new
- Shortness of breath or difficulty breathing
- Fatigue from unknown cause
- Muscle or body aches from unknown cause
- Headache (new and either moderate or severe)
- New loss of taste or smell
- Sore throat
- Vomiting
- Diarrhea

Students and staff can return to work only after their symptoms are mild and improving and they have been fever free for 24 hours.

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 & Immunizations

Students entering pre-kindergarten, kindergarten, and sixth grade are required to present proof of a physical health examination, with proof of the immunizations against, and screening for, preventable communicable diseases, as required by the Illinois Department of Public Health. The exam must be conducted within one year of the student entering the grade level. A completed "State of Illinois Certificate of Child Health Examination" form must be submitted to

the school's health office by the first day of school. Students will be excluded from school until their required health forms are presented to the District. To download the form, visit www.bsd2.org/healthexams.

Mandatory Dental Examination

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 does 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.

Head Lice

Head lice are often a fact of life for school aged children. While inconvenient, head lice cause no medical harm and can be effectively treated. Students will not be excluded from school due to head lice. The Illinois Dept. of Public Health, Center for Disease Control (CDC) and Illinois State Board of Education all support children remaining in school.

The Health Office Nurse will examine a student and notify the parent/guardian of head lice if it has been identified. Students may be released from school at the discretion of the parent/guardian for treatment but it is not required. Education and information will be provided for the treatment and prevention of head lice to parents/guardians.

Sports Physicals (Middle School)

A physical examination by a physician licensed to practice medicine in all of its branches in Illinois must be turned in to the coach prior to tryouts. Sports Physicals are good for 13 months.

Student Athlete Concussions and Head Injuries

Student athletes must comply with Illinois' Youth Sports Concussion Safety Act and all protocols, policies and bylaws of the Illinois High School Association before being allowed to participate in any athletic activity, including practice or competition.

A student who was removed from practice or competition because of a suspected concussion shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the School District's return-to-play and return-to-learn protocols.

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, in an emergency situation..

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 Asthma Medication

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. Undesignated asthma medication means an asthma medication 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 asthma medication to a person when they, in good faith, believe a person is having respiratory distress. Respiratory distress may be characterized as mild-to-moderate or severe. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

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.

Please note: The School District Supply of Undesignated Epinephrine Injectors section of this policy is subject to the District's ability to obtain and maintain a supply of undesignated Epinephrine and this section of the policy will not apply 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.

School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated opioid antagonists and provide or administer them as necessary according to State law. Opioid antagonist means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. Undesignated opioid antagonist is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when

they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

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.

The District reserves the right not to implement this policy on medical cannabis 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 who is absent from school, or whose physician, physician assistant or licensed advanced practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

For information on home or hospital instruction, contact:

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

Meals & Transportation

Food Services

All students in Grades K-8 may receive free breakfast and lunch. This program is 100 percent funded by the U.S. Department of Agriculture.

Students may also bring lunch from home. Milk may be purchased by students not requesting a free meal.

Students will need to present their ID cards in their school's meal lines to receive a free meal.

- À la carte items will still be available for cash purchases at Blackhawk Middle School.
- Lunch will be provided free of charge on field trip days.

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.

All food is prepared in the Blackhawk Middle School kitchen and delivered to the elementary schools.

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

Students who live in designated hazard areas also receive free bus transportation. Hazards areas are designated according to definitions from the Illinois Department of Transportation. Contact the District's Transportation Department to ask whether a particular location is or could be a hazard area.

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, and 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 times 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.
- Riders are not allowed to spray aerosol products (including body spray, cologne, etc).
- 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.

News, 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.

Parents will also receive newsletters and flyers from their school and the District via email and/or text message notifications from the District at the email addresses and/or cell phone numbers they provided at registration. They can opt out of these services at any time by clicking the "Unsubscribe" link at the bottom of any notification from the District. The District's 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 does not designate any information about your child as Directory Information.

BSD2 Family Resource Center

The BSD2 Family Resource Center, located at Tioga School, offers a variety of services to help students and families reach their full potential. It partners with community organizations to provide high-quality learning opportunities for families and students, health and wellness support, and quality extended learning time.

District staff and community partners assist families by connecting them with community resources and District programming that positively impact the educational success of all students.

The BSD2 Community Center's partners include:

- Access DuPage
- Bensenville Community Public Library
- Bensenville-Wood Dale Food Pantry
- Bensenville Park District
- College of DuPage
- DuPage County Health Department
- Northeast DuPage Family Youth Services
- YWCA Metropolitan Chicago
- Metropolitan Family Services
- Village of Bensenville
- Legal Aid Society
- People's Resource Center
- Familia Dental
- Hamdard Health

Community schools implement a "whole child" approach to supporting students' educational and life successes. Through comprehensive, wrap-around services, children and families have the opportunity to learn and grow together.

BSD2 Family Resource Center at Tioga School
212 W. Memorial Road, Door 12
Bensenville, IL 60106

- **Silvia Marquez De Acuna, Site Coordinator**
- **Phone:** 630-766-2602 x 4555
- **Email:** infofrc@bsd2.org
- **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. Click here to see the full list in items 1-6 under "Disciplinary Procedures."

Phone/Electronics Usage

Students are allowed to bring cell phones, tablets, headphones (including AirPods), and smartwatches to school; however, all devices must remain completely turned off and kept out of sight (in a backpack or locker) during the entire school day and while riding the school bus. The only exceptions are (1) when a teacher gives clear permission for a learning activity, or (2) when the use of the device is written into a student's Individualized Education Program (IEP), Section 504 plan, or health plan.

Making or receiving phone calls, video calls, or FaceTime is not allowed at any time during school hours. In addition, students are never allowed to take photographs or record videos anywhere on school property. If a student uses a device without permission during instructional time, the device may be taken away and held in the school office. If the behavior continues, a parent or guardian will be required to pick up the device.

At Blackhawk Middle School, students may use their devices only during non-instructional times, such as lunch or extracurricular events. Even during those allowed times, taking photos or videos is not permitted.

Please note that Bensenville School District 2 is not responsible for any lost, stolen, or damaged electronic devices brought to school.

Taking Photos & Videos

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

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 researched based Student Safety Assessment System. 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 collaborate with Bensenville police, fire, and emergency management 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 all students 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.

Employee Conduct Standards

All District 2 staff will have professional and appropriate relationships with students that respect employee-student boundaries. You can read more about this in Board Policy 5-120, available online or from any school or District office. You can always contact your school's principal or the District office if you have questions about your student's relationship to any staff member.

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.

Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations

Child sexual abuse, grooming behaviors, and boundary violations harm students, their parent/guardian, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn.

Warning Signs of Child Sexual Abuse

Warning signs of child sexual abuse include the following.

Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors

School and District employees are expected to maintain professional and appropriate relationships with students based upon students' ages, grade levels, and developmental levels.

Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited to, the following behaviors:

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says "no"
- Engaging in touching that a student or student's parents/guardians have indicated as unwanted
- Trying to be a student's friend rather than filling an adult role in the student's life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships
- Spending time alone with a student outside of their role in the student's life or making up excuses to be alone with a student
- Expressing unusual interest in a student's sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason
- Spending a lot of time with a student
- Restricting a student's access to other adults

Warning Signs of Boundary Violations

School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Examples of boundary violations include:

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student

- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the School.

Additional Resources include:

- National Sexual Assault Hotline at 800.656.HOPE (4673)
- National Sexual Abuse Chatline at online.rainn.org
- Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)
- Illinois State Board of Education's Sexual Abuse Response and Prevention Resource Guide

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

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. In addition to this shared responsibility, 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. They are expected to exercise proper student behavior at school. 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. These guidelines have been prepared in accordance with Bensenville School District 2 Policy and Illinois School Code. These guidelines are reviewed annually by a committee consisting of parents, teachers, administrators, and Board of Education members.

Staff Rights

Each staff member has the following rights to the extent afforded by law to:

- Work in an atmosphere free of physical, psychological, and verbal abuse.
- Expect that their personal property will be respected.
- Educate in an environment that promotes the cooperation and engagement of every student.
- Partner with and be supported by 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.

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.
- Staff will positively reinforce school-wide expectations in all interactions (e.g., responsibility, respect, safety).

- Design and deliver an effective instructional program which meets the needs of students and maintains high expectations for all.
- Implement positive behavior management procedures which 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 the confidentiality of student information as provided by law.
- Adhere to the guidelines outlined in this booklet.

Parent/Guardian Rights

Parents/Guardians have the following rights to the extent afforded by law to:

- Expect their child will be treated fairly and with respect.
- Expect their child will 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 that individual differences will be recognized and respected.
- Expect that their child is taught in a safe environment conducive to learning.
- Receive partnership and support of teachers and other school staff members.
- Have confidentiality in student records respected.

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 and email addresses of parents/guardians and emergency contacts to notify the school staff immediately if contact information changes.
- Promptly inform school 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.
- Ensure their child is in daily attendance, adheres to the students' specific arrival and dismissal times, and promptly reports the reason for any absence or tardiness to school staff.
- 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 the school staff concerning their child's progress and behavior.
- Encourage citizenship that displays respect for the rights of all members of the school community.
- Cooperate with the school 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

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.

The above outlined behavior 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 BSD2 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.

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.
- Advocate for themselves, and express viewpoints in a courteous and calm manner.
- Receive consistent and timely feedback.
- Be treated in a respectful manner to promote a safe and healthy environment.
- 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 Responsibilities

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

- Know and follow school behavior expectations and instructions given by the school principals, teachers, and all other staff members.
- Promptly inform school staff members, parent's/guardians, or a trusted adult 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.
- Displays respect for the rights of all members of the school community by maintaining high standards of courtesy, respect, care, language, and honesty.
- Maintain high standards of courtesy, respect, care, language, and honesty.
- Attend all classes on time and be prepared.
- Respect school and personal property, have pride in one's work, and strive for high achievement.
- Complete all assignments on time.
- Cooperate and work to the best of their ability.
- Ensure student appearance, including dress and hygiene, does not disrupt the educational process or compromise standards of health and safety.

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 of in school or out of school suspension.
- A student participating in an activity or athletic program will be subject to disciplinary action if he or she violates the 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, including without limitation, electronic cigarettes.
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 this policy, or violating the Weapons section of this policy.
5. Using or possessing an electronic paging device.
6. 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 recordings or photographs on all school property including in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off or silenced 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) or Section 504 plan; (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
7. *Sexting,* which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions, as defined in State law.
8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. 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.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
11. 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.
12. 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.
13. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited.*
14. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's property.

15. Entering school property or a school facility without proper authorization.
16. 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.
17. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
18. 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.
19. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
21. 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.
22. 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.
23. 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.

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 in- fractions 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 as defined by the student dress code
- 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 an 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

BENSENVILLE
SCHOOL DISTRICT 2

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
- Tim Keeley, Chief School Business Official
- Lydia Ryan, Assistant Superintendent for Teaching and Learning
- Dustin Berman, Assistant Superintendent for Student Services
- Katie Adduci, District Nurse
- Tania Gomez, Community Relations Coordinator

BSD2 Parent-Teacher Advisory Committee on Student Discipline as of May 2025

- Dustin Berman, Assistant Superintendent for Student Services
- Maria Cristina Reyes, School Board Member
- Jamie Hogue, Blackhawk Middle School Assistant Principal
- Renee Swidron, Blackhawk Middle School Teacher
- Michelle Juran, Blackhawk Middle School Parent
- Carlos Patiño, W.A. Johnson School Principal
- Meredith Barrett, W.A. Johnson School Teacher
- Nicki Zengiliani, W.A. Johnson School Parent
- Jeff Kersten, Tioga School Principal
- Brittany Reinhart, Tioga School Teacher
- Delia Pedroza, Tioga School Parent

This handbook reflects the Board of Education's policy on student discipline as reviewed by committee on May 21, 2025, and approved by the Board of Education on June 18, 2025.