



**BENSENVILLE SCHOOL DISTRICT 2**

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# **STUDENT HANDBOOK**

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GUIDE TO PROGRAMS, POLICIES  
AND SERVICES

**2021-2022**

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# Introduction

## Welcome to Bensenville School 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.

This handbook is a summary of the school's rules and expectations, 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, [www.bsd2.org](http://www.bsd2.org), or at the District 2 office, which is located at 210 S. Church Road, Bensenville, IL.

## Our Vision

Our vision is to be an exemplary school system of people, programs, and culture which expects and realizes student engagement, growth, and achievement in an environment of integrity, performance, and service.

## Our Mission Statement

Maximize the unique potential of each child by honoring a natural curiosity and igniting a desire to learn.

## Our Belief Statement

*We believe that student learning is maximized when:*

The child is at the heart of all decisions

- We honor and invest in effective and dedicated educators
- The curriculum is rigorous, relevant and innovative
- Instructional practices ignite a child's natural curiosity
- Partnerships across school, family and community are established and maintained

## Educational Philosophy of Differentiation

### *Priority Initiatives for Teaching and Learning*

- Focus on Standards/Essential Understandings: Align with Illinois Learning Standards.
- Focus on Formative Assessment: Align with the state's Every Student Succeeds Act (ESSA) accountability system with an emphasis on formative assessment.
- Focus on Data-Driven Decision Making: Ongoing analysis of data for instructional planning.
- Focus on shared, systemic, strategic, sustainable, evidence-based strategies that address both the adaptive challenges and technical procedures for change.

## Guiding Principles for Academic Goals in Learning

- The child is at the heart of all decisions.
- High expectations for growth for all students guide the learning process.
- Curriculum is designed so clear, consistent, rigorous standards exist about what all students should know, understand, and be able to do across grades and disciplines.
- 21<sup>st</sup> century skills of communication, collaboration, critical thinking, and creative thinking are integrated within the curriculum.

- Local and state assessments are aligned with their purpose and use, and students are provided with ongoing feedback about their progress and are involved in self-assessment and goal setting.
- All students are provided with equal educational opportunities. District 2 will provide an educational climate and culture free of bias concerning the protected classifications identified in Policy 7:10, Equal Educational Opportunities.

## Board of Education

The Board welcomes and encourages parents and community members to attend school board meetings. Regular Board of Education meetings take place at 7 p.m. on the third Wednesday of each month in the Lifelong Learning Center, 210 S. Church Road. The Board holds special meetings as needed. Meeting information can be found on the District website, [www.bsd2.org](http://www.bsd2.org).

## Board of Education Members



**Dr. Chris McCullough,**  
President



**James Stoltman,**  
Vice President



**Marisol Leyva,**  
Secretary



**Lori Parthimos**  
Treasurer



**Christina Cannon  
Bailey**  
Member



**Katie Krajecki**  
Member

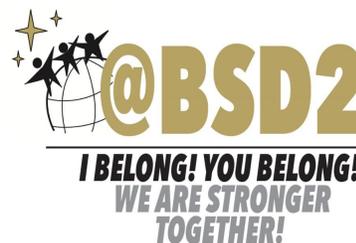


**Bob Laudadio**  
Member

## District Directory

### *Educational Administration Center*

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



- **Dr. Raymond Lechner**, Interim Co-Superintendent of Schools
- **Dr. Rebecca Nelson**, Interim Co-Superintendent of Schools
- **Paul Novack**, Chief Financial Officer
- **Anne Paonessa**, Interim Director of Teaching and Learning
- **Amy Stewart**, Instructional Coordinator
- **Juliann Greene**, Director of Special Education
- **Kristine Stalzer**, Special Education Coordinator
- **Missy Baglarz**, Director of Multi-Tiered Systems of Support
- **Edgar Palacios**, Director of English Learners
- **Tammy Hoeflinger**, Human Resources Coordinator
- **Tim Waldorf**, Community Relations Coordinator
- **Lara Schwarz**, Project CARE Coordinator/ Community Liaison
- **Claire Cooper**, Director of Transportation
- **Greg Jones**, GCA Manager/Director of Buildings and Grounds

## School Directory

### *Blackhawk Middle School*

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

- **Dr. Perry Finch**, Principal
- **Nicole Mrowice**, Assistant Principal
- **Zach Ettlbrick**, Assistant Principal

### *Tioga School*

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

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

### *W.A. Johnson School*

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

- **Carlos Patiño**, Principal
- **Michelle Shabaker**, Assistant Principal

## School Hours

### *Elementary Schools*

- 8:35 a.m. Entry Bell
- 8:45 a.m. Tardy Bell
- 3:20 p.m. Dismissal

### *Blackhawk Middle School*

- 7:45 a.m. Entry Bell
- 7:50 a.m. Tardy Bell
- 2:55 p.m. Dismissal

### *Tuesday Dismissal Times for Students*

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

- Students in Grades K-5 dismiss at 2:25 p.m.
- Students in Grades 6-8 dismiss at 2 p.m.

For an emergency after school hours, call 630-993-6891.

## Community Schools Model

The Community Schools model provides comprehensive academic, social, and health services for students, students' family members and community members that result in improved academic outcomes. Through the federally funded Full Service Community Schools grant, BSD2 provides a wide array of services including mental health referrals, medical assistance, adult education, family engagement activities, mentoring, legal assistance and parent engagement opportunities. The Community schools team works intensively with community partners to allow for improved access to these services.

### ***BSD2 Community Center***

630-521-2356 | 630-766-6099 (fax)

212 W. Memorial Road, Door 12

Bensenville, IL 60106

Hours: Monday-Thursday from 9 a.m.-4 p.m., and Friday by appointment only

- **Christy Poli**, Birth-to-Three Director/Full Service Project Director
- **Arcelia Garay**, Full Service Community Grant Lead Site Coordinator
- **Jesus Arreguin**, Full Service Community Grant Site Coordinator
- **David Martinez**, Full Service Community Grant Site Coordinator
- **Claudia Arreguin**, BSD2 Community Center Secretary



Through its Full Service Community Schools Program, the BSD2 Community Center serves as a resource hub where families can access supports in the areas of mental and physical health, school enrollment, and parent skill development.

Parent mentors, District staff, and community partners will assist families by connecting them with community resources and BSD2 programming that positively impact the educational success of all students.

BSD2 Community Center partners include:

- Access DuPage
- College of DuPage
- DuPage County Health Department
- La Familia Dental
- Northeast DuPage Family Youth Services
- YWCA Metropolitan Chicago
- Inland Bank
- Legal Aid Society of Metropolitan Family Services
- Bensenville Community Public Library

### ***Parent Resource Coordinators***

Parent Resource Coordinators work with students and parents helping to improve the home-to-school connection. PRC's provide information regarding community center resources, upcoming events, and partnership offerings. They also facilitate connections between teachers, administrators and parents, modeling the collaborative/consultation problem solving process.

## 2021-2022 Calendar-at-a-Glance

August 18	First Day of School
September 6	Labor Day, no school
September 17	Teacher Institute, no School
October 11	Columbus Day, no school
October 22	Parent/Teacher Conferences, no school
November 3	Election Day, no School
November 22	Teacher Institute, no school
November 23	Teacher Institute, no school
November 24-26	Thanksgiving Break, no school
December 20-31	Winter Break, no school
January 17	Martin Luther King Day, no school
February 18	Parent/Teacher Conferences, no school
February 21	Presidents' Day, no school
March 4	Teacher Institute, no school
March 28-April 1	Spring Break, no school
May 27	Last Day of School (if no emergency days are needed)
May 30	Memorial Day, no school
June 1-3, 6	Emergency days

# General Information

## Admission of New Students

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

### **Required Proof of Residency:**

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

- Mortgage papers (homeowners)
- Lease agreement
- 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 (3) 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 cell phone)
- Property tax bill
- Public aid and/or medical card with current address
- Utility bill (e.g. electric, gas, water)
- Vehicle registration
- Voter registration card

Proof of identification must show parent/guardian name:

Photo identification driver's license

- Illinois state ID
- ID from consulate
- Passport

Proof of custody/guardianship can be established by providing:

- A court order, agreement, judgment or decree that awards or gives 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-Parent's Custody, Control, and Responsibility of a Student" form (7:60-AP2,E3)
- DCFS Legal State Placement Papers

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 Superintendent's Office.

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

## Articles Prohibited in School

Students should not bring dangerous or inappropriate items to school. Suspension or expulsion or other discipline may result. Dangerous items include these: drugs (including look-alikes); alcohol; weapons of any kind (such as firearms, knives, pepper spray, and mace); fireworks (including pops, poppers, fun snaps) or lighters; and laser pointers. Inappropriate items include these: cigarettes, e-cigarettes, and tobacco products of any kind; aerosol sprays, perfume or cologne; inappropriate school supplies; and any materials that may disrupt or distract from the educational environment or a positive school climate.

## 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 gained by 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 2020. These documents are available for review by all members of the community in the District 2 office located at 210 S. Church Road, Bensenville, IL.

## Attendance & Absences

Call the school before 9 a.m. each day your student is absent.

- **Blackhawk Middle School:** 630-766-2601, voice mail box #4
- **Tioga School:** 630-766-2602, voice mail box #2
- **W.A. Johnson School:** 630-766-2605, voice mail box #2.

For a Spanish translator, call the school office.

A physician's note may be required by the school when your child returns after an injury, a lengthy absence, or an unexplained or unusual illness.

If a call is not received, school personnel will attempt to call a parent/guardian at home or work.

School absenteeism should be kept to a minimum. Unreported absences are unexcused and considered truancy. Like all other classes, zero period class requires mandatory attendance. The following are valid causes for a student's absences:

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

## Birthday/Holiday Treats & Celebrations

As state and federal laws are increasingly emphasizing schools to promote healthy habits and nutritional eating, each elementary teacher has created a variety of activities to help celebrate your child's special day in place of sugary treats. If you still wish to bring items to school to celebrate your child's birthday, we

encourage you to select items that create fun for your student or the whole class, such as a birthday pencil, special eraser, small containers of bubbles, or a book for the classroom library. Food items are strongly discouraged out of concern for students with allergies or diabetes, and homemade treats are prohibited by public health policy.

Healthy, individually wrapped, store-bought items are acceptable; we request peanut-free snacks due to the number of students with peanut allergies currently enrolled in our elementary schools.

## COVID-19 and Other Communicable Diseases

Your student should not attend school with a temperature in the morning above 99 degrees. Your student should also not attend if s/he had a temperature of 100.4 degrees or higher on either of the two previous days. Measure temperature before giving temperature-reducing medication to your child. Inform the health office in August if your child's ordinary temperature is 99 degrees.

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

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

## Directory Information

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

Directory Information can be used under Illinois law in District publications and in other documents intended for the school community. It can also be disclosed to newspapers, other public sources, and to outside organizations, For example, it can be provided to school picture

companies and yearbook and promotion announcement companies. It can be published in student directories, but the District does not create such a directory.

You can direct the District to withhold Directory Information in certain cases. Ask your school office for the form to do so, and return the form by October 1.

## 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 right of other students or staff members. This policy is not intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment of the U.S. Constitution.

## Extracurricular Activities

Students in District 2 schools may participate in a variety of extracurricular, academic, and sports activities to round out their educational experience. These activities will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of members. Selection of members or 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.

## Fees

A student registration fee is assessed for each student each year to offset the cost of consumable school supplies, basic texts, workbooks, and reference materials. Registration fees, which have remained unchanged for eight years, are:

- \$40 for Grades K-5
- \$44 for Grades 6-8

**District 2 will not collect registration fees for the 2021-2022 school year.**

Items at additional costs include:

### Elementary

- Band instrument rental (Grade 5)

### Middle School

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

### *Pay for school fees online*

You can pay school fees online at [www.bsd2.org](http://www.bsd2.org) | Services | Business & Finance | Fees & Online Payments. 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 school registration, food service, athletic fees, and more—all in one location. You will need your Student ID number to set up an account.

### *Pay for school meals online*

**The U.S. Department of Agriculture will continue to reimburse schools for providing free meals to all students regardless of their income through the 2021-2022 school year.** Parents may send money or a check in a clearly marked envelope with their child to school for school breakfast or lunches, or they can pay online through School- bucks. To set up an account, log on to the website, [www.myschoolbucks.com](http://www.myschoolbucks.com), and have your student's name, Student ID number, and school zip code. For additional instructions, click the "Menus & Meal Payments" icon located on the District's website, [www.bsd2.org](http://www.bsd2.org), and on each school's homepage.

### *Waiver of Fees*

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

- The family is receiving public aid.
- The family's gross income is below the level set for a student to receive a free or reduced-priced lunch.

- The family can otherwise establish an inability to afford payment of the fees.

Application forms for student fee waivers are available in the principal's 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.

## **Fire, Disaster & Lockdown Drills**

Fire and disaster drills are carefully planned at each school. Students frequently practice the drill so they become familiar with the routine. The schools cooperate with the fire and civil defense groups in planning for disaster drills. If there is severe weather at or near dismissal time, the children will be kept until the danger has passed and parents will be notified through the emergency phone message system, the email alert, and social media.

## **Free & Reduced-Price Food Services**

**The U.S. Department of Agriculture will continue to reimburse schools for providing free meals to all students regardless of their income through the 2021-2022 school year.**

### ***Eligibility Criteria and Selection of Children***

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines and family-size income standards set annually by the U.S. Department of Agriculture and distributed by the Illinois State Board of Education.

### ***Notification***

At the beginning of each school year, the District shall notify by letter students and their parent(s)/guardian(s) of:

- eligibility requirements for free and reduced-price food service,
- the application process, and
- other information required by federal law.

Parent(s)/guardian(s) enrolling a child in the District for the first time, or any time during the school year, shall receive the eligibility information.

### ***Non-Discrimination Assurance***

The District shall avoid publicly identifying students receiving free or reduced-price meals and shall use methods for collecting meal payments which prevent identification of children receiving assistance.

### ***Appeal from a Decision***

A family may appeal the District's decision to deny an application for free and reduced-price food services or to terminate such services. The Superintendent shall establish a hearing procedure for adverse eligibility decisions and provide by mail a copy of them to the family.

## **Health Requirements**

### ***Physical Examinations***

The state requires physicals for all children entering pre-kindergarten, kindergarten, and sixth grade. Bring your student's completed "State of Illinois Certificate of Child Health Examination" form to the health office by the first day of school.

### ***Mandatory Dental Exams***

The state requires that students entering kindergarten, second grade, and sixth grade present proof to the school of having been examined by a dentist. Please return the "Proof of School Dental Examination Form" to your child's school.

### ***Mandatory Vision Examination***

The state requires that students entering kindergarten present proof to the school of having had 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. All of these forms may be downloaded from the District's website at [www.bsd2.org](http://www.bsd2.org) | Services | Health & Wellness.

### ***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 School 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 Form (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.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

#### ***Self-Administration of Medication***

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, 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: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an Ill. Food Allergy Emergency Action Plan and Treatment Authorization Form, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act.

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

based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

#### ***School District Supply of Undesignated Epinephrine Injectors***

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

#### ***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 Ill. Dept. 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 him or herself 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 he or she requires administration of the product during school hours.

#### ***Void Policy***

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

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

The Administration of Medical Cannabis section of the policy is void and the District reserves the

right not to implement it if the District or school is in danger of losing federal funding.

#### ***Administration of Undesignated Medication***

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

#### ***Undesignated Medication Disclaimers***

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation, 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).

#### ***Medical Emergencies***

In the event that parents cannot be reached in a medical emergency, the emergency telephone number listed on the Registration/Information Form will be used. Paramedics may be called and the child may be taken to the hospital if, in the opinions of the school personnel, it is imperative to have immediate medical attention. It is important that parents 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.

#### **Home & Hospital Instruction**

A student unable to attend school because of a temporary, chronic, or long-term medical disability may be eligible to receive home/hospital tutoring. Call your student's school principal for information. Eligibility shall be determined by the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services.

Appropriate educational services shall begin as soon as eligibility is established. Instructional or related services for a student receiving special education services will be determined by the

student's individualized education program if homebound services are to be considered as a change of placement. Short-term homebound services are not considered a change of placement and will be processed as such. Forms for this service are available at each school.

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

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

## **Internet**

The Internet is used in the instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication. A student and his or her parent/guardian must sign the District's Authorization for Internet Access and agree to the conditions set forth. The Internet policy is available for inspection at the Educational Administration Center. The curriculum in Grades 2 or above shall contain a unit on Internet safety. An additional parent agreement is required for Grades 2-8, where students are engaged in a 1:1 Chromebook initiative.

## **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 for all students. The District also employs a Media Specialist and a Technology Specialist whose focus is collaborating with classroom teachers to effectively integrate 21st Century learning and

teaching into the instructional program. An Instructional Technology Assistant provides additional support at each building.

## **Parental Involvement**

The Comprehensive School Committee (CSC) is an extension of the school improvement team at each school, and includes the school improvement team with the addition of selected parents. The group meets in order to incorporate a parent perspective and voice into important school-based initiatives revolving around the school improvement plan, and to share with parents informational items in regard to happenings at the school. A two-way, collaborative relationship helps foster positive and productive discussions that, in turn, help guide and inform the school in various decision-making situations.

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

## **Parent Messages to Students**

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

## **Parents' School Visitation Rights**

The School Visitation Rights Act permits employed parent(s)/guardian(s), who are unable to meet with educators because of a work conflict, the right to an allotment of time during the school year to attend necessary educational or behavioral conferences at their child's school.

## **Parent-School Communication**

Parents and teachers working as partners can help children succeed in school. One way we can all help is to keep the bond between school and home healthy and our communication open and respectful. This is important to the success of all students. Parents can assist us by keeping their child's teacher informed about issues that may impact their child's success in school.

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. Translation support is available. 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](http://www.bsd2.org) and e-mail us at [contactus@bsd2.org](mailto:contactus@bsd2.org).

To assist parents, 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.

You may receive recorded messages from time to time about District and community events.

## **Parent-Teacher Conferences**

Parent-teacher conferences are designed for teachers to discuss with parents information about their child's progress, strengths, and areas where improvement is needed. Parent-teacher conferences are held in October. Teachers are available during evening hours for the fall conference. A second conference period is scheduled in March. Additional conferences may be arranged as needed by teachers or requested by parents.

## **Pesticide Registry**

Bensenville School District 2 practices Integrated Pest Management, a program that combines preventative techniques, non-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 is establishing a registry of people who wish to be notified prior to pesticide applications. To be included in this registry, request a Pesticide Registry Notice form from your school office.

## **Phone Usage**

Students may bring cell phones to school; however, they must remain turned off and may not be used in the school building unless under the direction of a teacher or administrator. This includes before school, after school, and at all extracurricular activities. Exceptions to this rule include if the phone is included in a student's Individual Education Program or if the phone is needed in an emergency that threatens the safety of students, staff, or other individuals. If a student needs to call a parent or guardian, he or she may do so in the main office with the permission of school staff. Failure to adhere to these guidelines may result in the phone being taken away from the student until a parent/guardian comes to the school to retrieve it. Further violations of this policy may result in additional consequences.

## **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 children at school unless a student's parent(s)/guardian(s) request in writing by October 1 that they do not want their child photographed or identified. A form is available at the school office.

## **P.E. Excuse**

A student may be excused from physical education 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 gym may not participate in outdoor recess to prevent the student from exceeding physical limitations.

## **Project CARE Plus**

Project CARE Plus is a program designed to allow volunteers to work with K-8 students and teachers to enhance reading and math skills. Volunteers may choose to work one on one with a student or with two or more students at a time. Volunteers are matched with teachers to assist students in their learning. Project CARE Plus volunteers are asked to give at least one half-hour of their time each week, and many greatly exceed that time commitment.

Volunteers work in a classroom with students in the areas of reading, language arts, and math. Volunteers with specific skills outside of reading and math should contact your school Project CARE Plus Coordinator. Volunteers are crucial to our student's success. For more information, contact your school Project Care Coordinator.

## **Releasing Students**

In the interest of safety, once a child reaches school, it is the school's obligation to keep the student until dismissal time. If a student becomes ill during the school day, the principal or his/her designee must excuse the student.

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

Any student who has received the principal's authorization to leave for an appointment on his/her own must sign out in the office to leave and sign in to return.

Parents 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 should discourage loitering. Parents are asked to cooperate with the school to enforce this rule.

Parents 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 will be contacted.

## **Right to Request Professional Qualifications**

As a parent/guardian of a student at a school receiving funds under Title I of the Elementary and Secondary Education Act, you 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 is teaching under an emergency permit or other provisional status by which state licensing criteria have been waived;
- The teacher's college major;
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
- 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.

## **Safety**

Safety procedures and rules are taught as part of the school-wide behavior program. The Bensenville Police Department and the Board of Education provide adult crossing guards. Students are instructed to cross streets at designated points. Student safety requires repeated instruction and training from both home and school. Students who normally ride the school bus are not permitted to ride bicycles unless a parent contacts the school principal to receive permission. The school is not responsible if a bicycle or any other item used to ride to school is stolen.

Protective eye devices are provided and worn by all students, teachers, and visitors when participating in or observing any activity that may be hazardous to unprotected eyes (105 ILCS 115/1, 23 Ill. Admin. Code §1.420(s)).

## **Sex Offender Notice**

Law enforcement officials provide information to school officials on the Internet to screen individuals who come in contact with students at school or school events. School officials are prohibited by law from re-leasing this information, but parents may receive information regarding child sex offenders registered in the area through the Illinois State Police website at [www.isp.state.il.us](http://www.isp.state.il.us).

## **School Bus Conduct & Safety**

Riding the school bus is a privilege extended by Bensenville School District 2. 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. 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. All students are to be familiar with bus riding rules as they will be riding the bus for field trips. The following expectations apply to all students at all time while riding the bus:

- All school behavioral expectations apply while riding the bus
- Follow the bus driver's directions the first time given
- Use appropriate language at all times
- Remain seated at all times
- Talk quietly only to the students immediately surrounding you
- Keep hands, feet, and objects to yourself (even with your friends)
- No throwing of anything or roughhousing at any time.

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 and Regulations for Student Riders***

- School bus riders are under the supervision of the school bus driver. It's the driver's responsibility to provide for the safety of the riders.
- The school bus is viewed as an extension of the classroom. Gross disobedience or misconduct by a student will be reported to the proper school authority for disciplinary action. The right to ride on the bus is conditioned on a student's good behavior and observance of the rules.
- The purpose of transportation service is to take students to and from school. Students will not be allowed to ride the bus to after-school activities such as staying at a friend's house, scouts, Brownies, music lessons, etc.
- Student riders will board and depart the bus only at their designated school bus stop. 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 in moderate tones.
- Windows shall not be lowered below the stop line painted on the body pillar. Riders are not allowed to place their head or hands out of the windows.
- Riders are not allowed to tamper with the bus or any part of its equipment.
- Riders are not allowed to eat, drink, vape or smoke on the bus.
- No physical contact, shoving, or hitting will be tolerated.
- 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 to a safe distance away from the vehicle, and are never to run alongside a moving bus.
- No 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 are permitted. Radios, musical instruments, and tape players are not to be played. If any instrument or class project is too large to be held in the lap of the student, then the

object/project is TOO LARGE to be transported.

- Emergency doors are to be used only in the event of an actual emergency and/or in a safety drill.

## **School Closing Information**

The District has implemented a rapid-notification phone system to call all student households when a school must be closed for emergency reasons. In cases of extreme weather or emergency situations, parents should receive a phone call around 6 a.m. if their contact information with the school is up to date. Please ensure that your proper contact numbers are on file at your school so you may be notified through this system.

In addition, the Chicago broadcasting stations will have information about emergency school closings. School closings also are posted on the District's website, [www.bsd2.org](http://www.bsd2.org), and the Emergency Closing Center website, [www.EmergencyClosings.com](http://www.EmergencyClosings.com).

If school is closed during the school day, or if there is other emergency information, the District will call the emergency daytime contact number that parents provide on the student registration form.

## **Wintertime Recess**

K-5 students will go outside for recess for 20 minutes every day when the temperature, including wind chill, is 10 or above. Please make sure they have a warm coat, scarf, gloves, and boots.

## **Sports Physicals (Middle School)**

A physical examination by a physician licensed to practice medicine in all of its branches in Illinois must be on file in the school's health office before a student tries out for a middle school sport. Sports physicals are good for one year. Physicals must be turned in by the due date. No physical will be accepted after the due date.

## **Student Identification (Middle School)**

Students are required to have their student identification with them at all times. If asked, a

student should be able to present his or her student identification. Failure to produce student identification may result in disciplinary action. Students without an ID will be the last to receive lunch in the cafeteria, as the process is delayed when students are without their IDs. Replacement IDs may be purchased for a small fee in the Student Center.

A limited number of replacement IDs will be provided before an office referral may be issued. Replacement IDs may be purchased with cash.

## **Students Leaving the District**

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

## **Student Online Personal Protection Act**

Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act: School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under 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 Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's 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 (e.g., disability information, English language learner, free/reduced 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 application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are 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 school district

## Student Records

Parents may inspect records relating to their child. 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 names, transcripts, and attendance records. Those records are kept in the District's Educational Administration Center located at 210. S Church Road, Bensenville, IL 60106. Permanent records are maintained for 60 years.

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

Parents 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 School District officials with a legitimate educational or administrative interest regarding the student. A school or School

District official is a person employed by the School 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 School Board; or a person or company with whom the School 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 School District official has a legitimate educational or administrative interest if the official needs to review a student record in order to fulfill his/her 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.

## **Student Safety Assessment System**

**To assess possible safety threats, whether to students** or staff or property, the District uses a Student Safety Assessment System. The system is developed from recommendations by the US Secret Service and the US Department of Education.

Information regarding the District's procedures for student safety assessments can be obtained by contacting your school's principals.

## **Video Surveillance**

From time to time, a video camera may be installed on a school bus to provide increased

safety and security. Security cameras are also installed in some hallways and all exterior doors at all schools. If any disciplinary actions are captured on camera, the tapes may be used for internal review practices only.

## **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, show 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. All visitors must return their visitor's pass, sign out, and their ID will be returned before leaving the building.

## **Website**

Bensenville School District 2 offers a variety of communication tools to help you stay informed and get involved. The District's website, [www.bsd2.org](http://www.bsd2.org), is a great resource for information about the District. To receive the latest news from District 2, follow our Twitter feed or "like" our Facebook page, both of which are accessible from our website's homepage.

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

# Student Services

## English Learners (EL) & Multilingual Education

Bensenville School 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. EL students are taught in English and native language according to state requirements based on the number of students that speak the language at each school.

### *Dual Language Program (DL)*

Starting in the 2021-2022 school year Bensenville School District 2 will be offering a two-way dual language program. Dual Language is a form of bilingual education in which students are taught literacy and content in two languages. Students will receive dual language instruction starting at Kindergarten, the cohort of students will continue to receive dual language instruction through fifth grade. Bensenville's dual language program will establish an environment that values multiculturalism and multilingualism. All instruction, language allocation, and student ratio decisions will adhere to best practices highlighted in research conducted around dual language education.

### *Transitional Bilingual Education (TBE)*

This is a state-mandated program for a school site with 20 or more EL students of the same language background. Preschool is counted separately from K5. TBE programs require native-language instruction in core subjects as well as ESL.

### *Transitional Program of Instruction (TPI)*

This is a state-mandated program for a school site with 19 or less EL students of the same language background. Native-language instruction may be used as necessary and

possible. ESL is the primary instructional methodology. TPI students receive instructional support through either the ESL endorsed classroom teacher or an EL specialist teacher. Literacy-based instruction aligns with classroom content with a focus on developing English language proficiency.

### *Preschool*

TPI students receive instructional support through either the ESL endorsed classroom teacher or an EL specialist teacher. Literacy-based instruction aligns with classroom content with a focus on developing English language proficiency. TBE students receive instructional support through a bilingual-endorsed classroom teacher or EL specialist. The BSD2 core curriculum is taught using a simultaneous bi-literacy approach. Building on the strengths of two languages supports students' gradual and successful transition into an all-English classroom environment by third grade.

### *Grades K-8*

A Spanish-speaking student at beginning levels of English proficiency may be placed in a bilingual classroom in Grades K-3. These students will receive instruction in their native language and in English.

EL students with more secure levels of English proficiency or students who speak languages other than Spanish may be placed in a general education classroom in Grades K-3. These students receive instruction in English with extra support in English and/or native language, as needed per State of Illinois guidelines.

EL students in Grades 4–8 receive support through a push-in and/or pull-out by a teacher who is bilingual and/or ESL certified or through an EL certified classroom 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 high levels of English language proficiency. Shared ownership and responsibility for all staff working with the EL student is a key predictor of student success. Instructional goals

are targeted and aligned to standards both in the classroom and in small group instructional settings.

Academic content instruction in the native language and in English along with content-based ESL instruction, accelerate academic and social language growth in reading, writing, listening and speaking.

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

## **Comprehensive Special Education**

District 2 is a member of the North DuPage Special Education Cooperative (NDSEC), a comprehensive special education program that provides appropriate services to children ages 3-15 who have exceptional needs. Students who are found eligible for special education services have an Individualized Education Program (IEP) developed annually.

Services are provided to children with mild to severe impairments, including those who have speech and language impairments, specific learning disabilities, emotional disturbances, deaf-blind children, children who have cognitive disabilities, physical impairments, other health impairments, autism spectrum disorders, developmental delays, traumatic brain injuries, and children with multiple disabilities. To the extent possible, the students are educated within the least restrictive environment (LRE) of the school community. District 2's percentage of students educated in the LRE is higher than the state average.

The District provides special education instruction and related services within its three schools. A student's IEP team may recommend that a student receive services in a program outside of the District when a student's needs cannot be met in the existing school program.

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

home/hospital tutoring. Call your student's school principal for information.

The District follows set procedures for the identification, evaluation, and placement of special education students per federal and state regulations. Copies of those regulations/documents are available to parents upon request from Illinois State Board of Education (ISBE) [website, www.ISBE.org](http://www.ISBE.org)

Procedural Safeguards (Parental Rights) are available to parents of students with disabilities. The Director of Special Education or Special Education Coordinator will meet with parents individually by request to review these rights.

Parents/guardians who want more information on special education are encouraged to contact the Director of Special Education, Juliann Greene, at 630-766-5940 ext. 1107 or [jgreene@bsd2.org](mailto:jgreene@bsd2.org), or Kristine Stalzer, Special Education Coordinator, at 630-766-5940 ext. 1123 or [kstalzer@bsd2.org](mailto:kstalzer@bsd2.org).

## **Guidance & Counseling/Social Work**

### *Elementary*

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

### *Middle School*

The role of middle school social workers is to enhance academic achievement by providing social and emotional support to students. The social workers work together with teachers, administrators, and parents to ensure students are able to set goals, problem-solve, and resolve conflicts to achieve academic and personal success. Students can schedule to meet with their assigned social worker in a variety of ways: by stopping by the Student Center before or after school or during lunch to request an appointment, by requesting to meet with their social worker through their teacher, or by completing a "Please Help" form that is available in all classes. Meeting with a social worker without an appointment is reserved for emergency situations only as evaluated by the social worker and administration.

Each staff member is responsible for effectively guiding students under his/her supervision in

order to provide early identification of intellectual, emotional, social, or physical needs, diagnosis of any learning disabilities, and development of educational potential. The District's social workers offer counseling/social work services to those students who require additional assistance.

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.

## Homeless Children

Each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths, including a public pre-school education. A "homeless child" is defined as provided in the McKinney-Vento Homeless Assistance Act and Every Student Succeeds Act. A homeless child may attend the District school that the child attended when permanently housed, or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school. Bensenville District 2 Homeless Liaison: Juliann Greene, 210 S. Church Road, Bensenville, IL 60106 phone: 630-766-5940.

## 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-k screenings is to identify children who may qualify for our Pre-k for All Program, or who may be eligible for special education services. The following areas are screened: vision, hearing, speech-language, cognitive, motor, social, and self-help skills. Screenings are usually held at specific times throughout the year. Notices of the dates are sent home with students and are included on the District calendar and in school newsletters.

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

In order to provide the most effective education for ALL children, we believe we must start by providing effective instruction for EACH child. To meet this goal, Bensenville School District 2 adopted a three-tier approach to instruction.

Multi-Tiered System of Supports is a framework for integrating levels (or tiers) of academic, behavior, and social emotional support to promote the success of all students. MTSS is not a special program, class, or particular intervention, but rather 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 supports.

## **Title I Grant Parent Participation**

Parents of participating students shall be provided with opportunities for participation in the District's Title I program, including opportunity to suggest modifications, based upon the needs of parents and schools. Informing parents of student eligibility will be done personally and in a way that positively welcomes parents into the Title I program.

Bensenville School District 2's Title I program promotes the belief that all children can learn, and acknowledges that parents share the school's commitment to educational success for all students. As a result, the program is designed to assist students to acquire the capacities for achieving the Illinois Learning Standards. Parents are provided opportunities to become involved in their child's education in a variety of ways that include:

- Implementing Parent-Student-Teacher-District Compacts
- Surveying parents to determine their perception of the effectiveness of the program
- Providing flexible times for parents to meet with teachers, and communicating effectively and regularly with parents via telephone calls, e-mail, newsletters, personal contact, and letters.
- A Title I Parent Orientation meeting will be held at the start of the school year. At this meeting, parents 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](http://www.bsd2.org) | Students & Families | Title I Information.

## **Bilingual Parent Advisory Committee (BPAC)**

School districts that have a Transitional Bilingual Education program of Education must establish a Bilingual Parent Advisory Committee (BPAC).

The BPAC is composed of parents of students participating in the program and interested members of the community. Two-thirds of the participants of the BPAC must be parents of students in the bilingual education program. All parents of the bilingual education program are invited to become members of the BPAC.

The BPAC meets four times per year and participates in the planning, operation, and evaluation of the bilingual education program. The BPAC also offers opportunities for parents to meet to learn about how they can become involved in and support their children's education.

### **The purpose of the Bensenville School District 2 BPAC is:**

- To maintain communication between parents of students in the program and the school district;
- To provide parents of students in the program opportunities to learn about and comment on the program;
- To inform parents about the goals and benefits of bilingual education and English as a Second Language (ESL);
- To assist with ideas about themes of interest to parents; and
- To review the annual Bilingual Service Plan

## **Transportation**

As required by state law, free bus transportation is provided for all children who live at least 1.5 miles from school. The distance is measured as the law directs 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.

Other students who receive free bus transportation are students who live in designated hazard areas.

Please call the Transportation Department at 630-766-5940 ext. 1114 for more information.

# Reporting Student Progress

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

As a result, report card grades are limited to academic factors (e.g., tests, quizzes, products, projects, rubric scores). Homework completion, poor attendance, and/or inappropriate behavior are some examples of nonacademic factors that are not eliminated from the grading process, but instead are reported separately to inform students and parents about the importance of developing

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

## Elementary

Students of all grades receive report cards at regular intervals through the school year. Mid-term progress reports supplement the report cards for students in Grades 1-8. Students are evaluated for their academic work, social/emotional development, and work habits. Progress reports for kindergarten children are

different, and are shared with parents at regular intervals.

## Middle School

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

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

And, of course, parents may call a teacher directly at any time during the year to discuss their child's progress.

## 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. Educators routinely hear parents stating there's too much or too little homework. This is why homework must be differentiated based on students' needs.

Not all students take the same amount of time to complete homework. Assigning the same homework time frames to all students by grade level is not the best method to follow. A 20-minute assignment for one student can take another student 60 minutes. As a result, grade and department teachers collaborate to determine what is appropriate in regard to time and students. 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 teacher to determine the best homework fit.

Homework is assigned to:

- reinforce skills or concepts introduced in the classroom
- extend knowledge previously acquired through such activities as book reports, projects, and research

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

It is the student's responsibility to obtain all homework assignments and make arrangements to complete any tests and

projects that are missed due to absences. Work needs to be made up in a timely manner based upon the number of days absent.

If a student is absent, a parent/guardian may call the school by 8 a.m. for *middle school students*, and 9:30 a.m. for *elementary students* to have assignments collected. This work can be picked up in the school office by the parent or guardian from 2:45-4 p.m. for *middle school students*, and from 3:30-4 p.m. for *elementary school students*.

## TeacherEase

District 2 uses TeacherEase for its online gradebook. Visit the TeacherEase website at [www.teacherease.com](http://www.teacherease.com). The TeacherEase Parent Portal will allow you to view your child's performance on his/her classroom assessments and view previous progress reports and report cards. This can be done anytime on any Internet-connected device (e.g., computer, smartphone, tablet).

Login information for the TeacherEase Parent Portal is emailed to parents with email addresses on file with the District. The email includes a link to set up your account and set your own password.

If you do not yet have an email address on file with your school, please contact your school's main office to get it added and to request login credentials for the TeacherEase Parent Portal.

# Student Programs

## Curriculum, Instruction & Assessment

Curriculum is made up of three components:

- **Learning Targets:** Often referred to as standards. (What students learn.)
- **Assessment:** Methods for determining if students are learning.
- **Instruction:** How we ensure learning occurs through differentiation.

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](http://www.bsd2.org).

### *Choral*

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 Kindergarten-Grade 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 & Literacy*

The way we taught students in the past simply does not prepare them for the higher demands of college and careers today and in the future. In English, language arts, and literacy, this means three major changes. Students will continue reading and writing, but, in addition to stories and literature, they will read more texts that provide facts and background knowledge in areas including science and social studies. They will read more challenging texts and be asked more questions that will require them to refer

back to what they have read. There is also an increased emphasis on building a strong vocabulary so students can read and understand challenging material.

### *Health Education*

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

No student shall 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 shall not be reason for disciplinary action or academic penalty.

### *Instrumental Music*

A band program is provided for students in Grades 5-8. Band gives students an opportunity to develop, enrich, and refine instrumental performing skills. Public performances are part of the program.

Grades 4-5 have opportunities to participate in chorus, hand chimes, Orff Club and Music Makers.

### *Math*

In mathematics, teachers now concentrate on teaching a more focused set of major math concepts and skills. This will allow 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.

### *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. Unless otherwise exempted, all students are required to engage daily during the school day in a physical education course. Health and safety are also studied.

### **Science**

Illinois' current science standards became effective in February 2014 and are based on the Next Generation Science Standards (NGSS). 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. The NGSS encourage students to learn the processes of science in a deep, meaningful way through firsthand investigative experiences, instead of just memorizing facts for a test.

Hands-on experimentation and instruction are used to give students scientific knowledge and skills in the areas of earth, life, and physical science. Safety goggles and eye wash stations are provided in the classrooms where the hands-on experiments are conducted.

### **Social Science**

Illinois Social Science Standards became effective in January 2016. 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 shall 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. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week. 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.

### **Spanish**

Elementary students in Grades 3-5 can participate in a voluntary, after-school Spanish program according to established entrance criteria.

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, Encore 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, Encore Spanish students discover the Hispanic culture through virtual trips to Mexico, Chile, and Argentina, and they learn vocabulary and phrases related to activities at home, sports, going on vacation, purchasing food at restaurants, and shopping at the mall.

### **Music**

In Kindergarten, music is used to support student literacy development, build social interaction, and coordinate movement skills. In Grades 1-8, students are given opportunities to listen, improvise, compose, and perform music.

Music is a rotation in the middle school's Encore program. Encore music students discover the evolution of "pop" music, exploring how music has changed and evolved into current pop music. They also compose songs and music and create rhythms using instruments, iPads, and additional electronics.

### **Applied Math & Robotics**

Applied Math and 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.

### **STEM Lab**

STEM Lab 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 theme and mini-units that are unique to their grade level:

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

### **Assessment**

Assessment is the ongoing process of collecting, gathering, analyzing, and reflecting on evidence to make informed and consistent judgments to improve student learning. Though tests (especially standardized tests) may be the first thing that comes to mind when you hear the word assessment, District 2 utilizes a wide range of methods for supporting student learning

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):** A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-District entity, and is administered either statewide or beyond Illinois.
- **Type II (District-level):** Any assessment collaboratively developed or adopted and approved for use by the District and used on a District-wide basis by all teachers in a given grade or subject area
- **Type III (classroom-level):** Any assessment that is rigorous and is aligned to the course curriculum that the qualified evaluator and teacher determine measures student learning in that course

### **Illinois Assessment of Readiness (IAR)**

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

### **Illinois Science Assessment**

In compliance with federal testing requirements, Illinois requires the administration of a science assessment to students enrolled in a public school district in Grades 5 and 8, and once at the high school level. The high school assessment utilizes a course-based model with content aligned to Biology I. The assessment is administered generally in May in an online format and is aligned to the Illinois Learning Standards for Science incorporating the Next Generation Science Standards (NGSS), which were adopted in 2014.

### **Illinois ACCESS 2.0 Testing**

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

A student who scores at or above a 4.8 composite on the Illinois-mandated ACCESS assessment is not eligible for services.

### **EL Screening Criteria**

<b> Screener</b>	<b>Administere d</b>	<b>Minimum Score for English Proficiency</b>
MODEL	Kindergarten – 1 <sup>st</sup> Semester	5.0 Oral Composite
MODEL	Kindergarten – 2 <sup>nd</sup> Semester  First Grade – 1 <sup>st</sup> Semester	Kindergarten – 5.0 Overall Composite  First Grade – 4.2 Literacy Composite
WIDA Screener	First Grade -12 <sup>th</sup> Grade – 2 <sup>nd</sup> Semester	5.0 Overall Composite

### **Erin’s Law**

Erin’s Law is a state law mandating that all public schools in Illinois provide age-appropriate personal body safety lessons to children in Grades PreK-12. Students will learn who their trusted adults are. They will learn the difference between safe and unsafe secrets, and the difference between safe and unsafe touch. Lessons will be taught four times throughout the year. A parent meeting will take place in September to go into further details about this law and the program taught in school.

### **Positive Behavior Interventions and Supports (PBIS)**

Positive Behavior Interventions and Supports (PBIS) is an evidence-based three-tiered

framework that integrates data, systems, and practices to maximize student success. It is a proactive approach used to promote positive behavior throughout each of our schools. The focus of PBIS is prevention, not punishment. PBIS recognizes that students can only meet behavior expectations when they clearly understand what the expectations are and know how to reach them. The framework mirrors the three-tier approach in Multi-Tiered System of Support. Behavior data is analyzed by the PBIS team regularly in order to identify challenging behaviors and to create goals and lesson plans for improvement.

### **Reading Intervention Programs**

District 2 has reading specialists working at the two elementary schools in partnership with the classroom teachers in supporting student’s literacy needs.

### **Social Emotional Learning (SEL)**

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

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

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

- These competencies were selected for their ability to accurately pinpoint the skills required to succeed in multiple areas of life, ranging from achieving academic goals to feeling more confident in social interactions.
- Nurturing these core competencies within individual students through social and emotional learning is a healthy and rewarding process that can subsequently have a positive effect on the groups of people that these students belong to.

***The 5 core SEL competencies***

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

**Summer School Program**

Students that are not proficiently reading at grade level will take part in the 15-day summer school program. Data from interventions and assessments given throughout the school year will help identify students that would benefit the most from the program. District 2 teachers teach the summer program. They focus on fluency, phonics and comprehension to help students become proficient readers at their grade level. Students will also take part in a writer’s workshop to develop their skills as authors. Students learn essential skills in math, as well, to support their success to the next grade level.

Students must show regular attendance (no more than three absences) and successfully complete their summer work to be considered for promotion.

Other students may be invited to attend the program as space allows.

# Student Responsibilities

## Appearance

Students are expected to present an appearance in accordance with reasonable standards of health, safety, order, discipline, and modesty.

The following are not allowed:

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

Clothing that promotes the use of drugs or alcohol, displays inappropriate language, depicts a violent or inappropriate theme, identifies gang

affiliation, or is in poor taste is also not allowed. Gang identifiers are not necessarily constant. As these identifiers change, certain colors and styles of clothing may become unacceptable for student attire.

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

## Attendance & Punctuality

### *Attendance*

We want your children to succeed. Regular attendance is key to student success in school. Parents play a major role in this area by ensuring that their child regularly attends school and arrives at school on time each day ready to learn. Excessive absences may drastically affect student performance.

### *Absences*

In the attendance partnership, you are asked to call the school whenever your child will not be in attendance. If a call is not placed, a signed note explaining the absence is required when the student returns to school. A student must have a physician's explanation of the absences if absent three consecutive days or 10 accumulated days. If a child is called off of school without a reason, the principal or designee must call to identify the specific reason. If no reason or contact is available, the student shall be interviewed upon return to school.

### *Excused Absences*

Each time a student is absent, state law requires that the school principal decide whether the absence is excused or unexcused.

Absences will be considered excused for reasons of 1) personal illness, 2) quarantine, 3) bereavement, 4) family emergencies, 5) observance of religious holidays, and 6)

requests in writing, approved in advance by the school principal.

### ***Unexcused Absences***

Unexcused absences will be addressed by a series of parent contacts by teachers, social workers, and school administrators. Our aim is to firmly establish solid attendance habits for all students. Unexcused absences are the responsibility of parents, and parents are subject to penalties under state and local truancy laws.

### ***Truant***

No knowledge of student's reason for absence.

### ***Tardy Policy***

**Elementary:** Students arriving to school after the 8:45 a.m. bell are considered tardy to school. Students tardy to school should report to the main office to receive a pass to their classroom and should be accompanied by a note or phone call from a parent/guardian explaining the reason.

**Middle School:** Students arriving to school after the 7:50 a.m. bell are considered tardy to school. Students tardy to school should report to the Student Center to receive a pass to advisory and should be accompanied by a note or phone call from a parent/guardian explaining the reason. Unexplained tardiness is unexcused. Students will be issued office referrals at their

fifth tardy. Subsequent referrals will be written for every tardy after the fifth. Disciplinary consequences may be assigned to students receiving office referrals.

### **Computer Usage**

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

### **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 locker, classrooms, and "Lost and Found" thoroughly. 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).

# Student Rights

Parents and guardians have the right to inspect all instructional materials, including teacher's manuals, films, tapes, or other supplementary material used in connection with any survey, analysis, or evaluation as part of any applicable program in the District. Parents and guardians are further advised that no student may be required, as part of an applicable program, to submit to any survey, analysis, or evaluation that reveals information concerning political affiliations of the student or his/her parents; mental and psychological problems of the student or his/her family; sexual behavior and attitudes; illegal, antisocial, self-incriminating, and demeaning behavior; critical appraisals of other individuals with whom they have close family relationships; legally recognized, privileged, or analogous relationships (i.e. with lawyers, physicians, or ministers); religious practices, affiliations or beliefs of the student or his/her parents; or income; without the prior consent of the student, if emancipated, or his/her parent.

## Bullying/Intimidation/Harassment

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

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

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the

school bus, or at school-sponsored or school-sanctioned events or activities.

3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.

For purposes of this policy, the term bullying includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any severe or pervasive physical or verbal act or conduct, including written and electronic communications, directed toward a student that has or can be reasonably predicted to have the effect of one or more of the following:

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

Electronic communications means 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.

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, intimidation, retaliation, and school violence.

In certain circumstances, the Bensenville School District 2 has jurisdiction to prohibit bullying via electronic communications that originate off of District grounds, provided that there is a sufficient nexus between the electronic communication and the District.

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.

\* See Non-Discrimination Coordinator and Complaint Managers section.

## Bullying Hotlines

### ***Blackhawk Middle School***

- 630-634-2914
- [bmshepline@bsd2g.org](mailto:bmshepline@bsd2g.org)

### ***Tioga School***

- 630-634-2916
- [teshepline@bsd2g.org](mailto:teshepline@bsd2g.org)

### ***W.A. Johnson School***

- 630-634-2915
- [jeshelpline@bsd2g.org](mailto:jeshelpline@bsd2g.org)

## Sexual Harassment

Any person, including a District employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and engages 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 the student's 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 shall be referred to the principal or assistant Principal for appropriate action.

\* See Non-Discrimination Coordinator and Complaint Managers in next section.

## Teen Dating Violence

Any person, including a District employee or agent, or student who engages in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. The term teen dating violence occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

## Non-Discrimination Coordinator

**Paul Novack**  
[pnovack@bsd2.org](mailto:pnovack@bsd2.org)  
630-766-5940  
210 S. Church Road  
Bensenville, IL 60106

## Complaint Managers

**Juliann Greene**  
[jgreene@bsd2.org](mailto:jgreene@bsd2.org)  
630-766-5940  
210 S. Church Road,  
Bensenville, IL 60106

**Paul Novack**  
[pnovack@bsd2.org](mailto:pnovack@bsd2.org)  
630-766-5940  
210 S. Church Road  
Bensenville, IL 60106

# Behavior Expectations for Students, Staff & Parents

## Introduction

District 2 has a high level of expectations for students and staff. It is imperative that parents and teachers work together to establish and maintain expected student behavior. In addition to this shared responsibility, it is important to recognize that parents and teachers 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 the controls that ensure proper student behavior at school. Teachers have the responsibility and authority to establish an organized and pleasant 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 relationship to the health, safety, and welfare of the other students and the school staff.

The guidelines presented in this document are designed to educate students and parents 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. The guidelines are reviewed annually by a committee consisting of parents, teachers, administrators, and school board members.

## Parents' Responsibilities

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

- Provide current telephone numbers where they can be reached in an emergency, and to notify the school staff immediately if a telephone number or address changes.
- Provide and update staff with current names and telephone numbers of emergency contacts in the event you are not able to be reached.
- Ensure that their child is in daily attendance and on time. For the child's safety, promptly report the reason for any absence or tardiness.

- Adhere to the students' specific arrival and dismissal times.
- See that their child is neat, clean, in good health, and appropriately dressed.
- Provide supplies, time, place, supervision, and encouragement for their child's home study.
- Ensure their child completes homework 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 the type of 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.
- Obey all traffic signs and staff while in parking lots.

## Parents' Rights

- Parents have the right 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, well-managed environment in which self-discipline can evolve.
- Receive cooperation and support of teachers and other school staff members.
- Have confidentiality in student records respected as provided by law.

## Staff Responsibilities

- It is the responsibility of the professional staff to:

- Act as role models for their students by promoting and exhibiting high personal standards of courtesy, decency, morality, language, honesty, wholesome relationships, and traits exemplified by PBIS.
- Design an effective instructional program which meets the needs of students and maintains high expectations for all.
- Teach, model, and practice the behavioral expectations throughout the year which encourage the development of self-discipline and self-respect.
- Develop positive behavior management procedures which facilitate a safe learning environment.
- Communicate with parents 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.

## Staff Rights

Each staff member has the right to:

- Work in an atmosphere which is free of physical, psychological, and verbal abuse.
- Expect that their personal property will be respected.
- Receive the cooperation and the individual attention of every student.
- Receive the cooperation and support of parents.
- 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.

## Students' Responsibilities

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

- Exhibit the type of citizenship that displays respect for the rights of all members of the school community.
- Maintain high personal standards of courtesy, decency, morality, language, honesty, and wholesome relationships.
- Attend all classes daily on time, and be prepared.

- Respect school and personal property, have pride in one's work, and strive for high achievements.
- Respect authority, including legal provisions applying to the conduct of juveniles and minors.
- Complete all homework assignments on time.
- Cooperate and work to the best of their ability.
- Present an appearance in accordance with reasonable standards of health, safety, order, discipline, and modesty. Clothing that promotes the use of drugs, tobacco, or alcohol; displays inappropriate language, or identifies or promotes "GANG" affiliation or is disruptive is prohibited.

## 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.
- Express viewpoints courteously and calmly.
- Be informed of satisfactory and unsatisfactory performances as they occur.
- Be treated in a courteous and respectful manner regardless of race, religion, ethnic or economic background, gender, or handicap.
- Learn in a safe and healthy environment
- Be free from 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.

## Students' Behavior Guidelines

In general, a student's behavior at school, 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.
- Development of high personal standards of courtesy, decency, and wholesome relationships.
- Respect for other persons and their property.
- Compliance with school rules and regulations, and the provisions of law.

Unacceptable student behavior includes, but is not limited to, the following:

- Disobedience of any reasonable request or direction given by a District 2 staff member.
- Disruptive behavior of any kind, including behavior which disrupts the right of students to learn and teachers to teach.
- Persistent tardiness or truancy.
- Rudeness or disrespect to adults or other students.
- Aggressive behavior that does physical or psychological harm to someone else, and/or urging other students to engage in such conduct. Prohibited aggressive behavior includes, without limitation, the use of violence, force, coercion, threats, intimidation, fear, bullying, cyber bullying, sexual harassment, hazing, or other comparable conduct.
- Cheating.
- Use of profanity or obscene gestures.
- Promoting or identifying “gang” affiliations or gang related activity.
- Possession, use, or distribution of a weapon or look-alike.
- Possession, use, or distribution of, or any attempt to use or distribute, any illegal or

controlled substance, or cannabis (including medical cannabis, marijuana and hashish), including alcohol, drugs or any look-alike drug or tobacco product, e-cigarettes, and drug paraphernalia.

- Inappropriate and/or use of electronic devices.
- Sexting is prohibited.
- Failure to comply with school rules and regulations, and the provisions of the law.

## **Students’ Lockers**

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. Accordingly, 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.

# 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/disciplinary actions listed may be modified at the discretion of the administration.

## 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. Those policies, rules, and regulations may be amended at any time. In the event of a conflict with this handbook, current policies, rules, regulations, and law shall apply. 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 Illinois School Code. A complete set of Board of Education Policies can be found on the District 2 website at [www.bsd2.org](http://www.bsd2.org).

## 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 many other staff members and administrators for guidance and support. However, sometimes a student will be relocated to other building areas for a behavior issue. The teacher, the student and other staff will work together to return the student to the classroom as soon as possible.

## Detention

Student detentions may be used before, during, or after school as a corrective disciplinary measure. Notices will be issued to parents. 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 medical cannabis, marijuana, and hashish).
  - 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.
  - 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. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
  - 6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
  - 7. Disobeying rules of student conduct or directives from staff members or school officials.
  - 8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.

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

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 will be reported to the Student Incident Reporting System.

## **Section I - Suspensions**

### ***Definition***

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.

### ***Authority***

In accordance with Section 10-22.6 of The 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 his 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 isolated from the school program. In such cases the requirements of notice and hearing set forth above shall follow as soon as possible.

Immediately upon imposition of the suspension, the student and the parent or 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 his/her parents or guardian 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:
5. The right to be represented by counsel (at the expense of the student or parents).
6. The right to present evidence and call witnesses.
7. 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.

## Section II – Expulsion

### *Definition*

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 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 hearing officer appointed by the Board.

### *Due Process*

Prior to the expulsion, the student and the parent or guardian of the student shall be notified 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 date of the hearing if a copy of the letter is personally delivered, of the following:

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.

## Section III - 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 the following:

1. The right to be represented by counsel (at the expense of the student or parents).
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.

## Section IV - Suspension or Expulsion of Students with Disabilities

1. A student with a disability may be expelled for behavior which is not a manifestation of his or her disability.
2. A student with a disability may be suspended in the same manner as students without disabilities as long as the suspension does not constitute a change in placement as defined under Illinois law and federal regulations.
3. If a disabled student 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 IEP team may place

the student in an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, up to 45 calendar days.

A procedural rights book will be given to parents upon their child's initial referral for special education. Additional rights and procedures for students with disabilities in the discipline process are outlined in Board of Education Policy.

# Disciplinary Step System

## (Middle School Only)

The Disciplinary Step System is a progressive disciplinary consequence procedure designed to monitor a student's behavior to ensure that disciplinary consequences are meted out fairly and consistently, both to the individual student and also between students. Reports of inappropriate behavior will be investigated by the Blackhawk Staff and recorded with the Assistant Principal's Office. Students will progress on the Step System based on the frequency of inappropriate behavior and the degree of severity of that behavior.

Consequences will be assigned according to the infraction and the student's step position.

Students may reduce one step position through ten (10) day periods of appropriate behavior when in attendance. Student behavior will only be discussed with the parents/guardians of that student per section 105, 10-6 of the Illinois School Code.

## Disciplinary Infractions

Students involved in disciplinary incidents will be placed on a disciplinary step at a level appropriate to the offense. Students who commit serious behavior infractions are subject to suspension and in some cases expulsion. Because of the serious nature of some of these offenses or for repeated offenses, a student may be advanced more than one step per offense, up to and including expulsion from school.

### *Minor Infractions (begin with Step 1)*

- Gum/food/drink use
- Cafeteria problem
- Creating disturbance within the building or on school grounds
- Any disruptive display of public affection
- Failure to exit building promptly
- Failure to follow directions
- Failure to produce ID when requested
- Possession of another's ID
- Failure to serve lunch detention
- Failure to serve AM/PM Penalty
- Gambling
- Harassment
- Inappropriate attire

- Lying to school officials
- Misuse of technology
- Possession/distribution/posting of unauthorized inappropriate literature
- Vulgar, obscene language/writings and/or gestures

Seemingly minor disturbances may be considered major based on the circumstances surrounding the incident and/or repeated offenses.

### *Major Infractions (begin on Step 2, 4, 6, 8, and 10)*

- Arson
- Assault and/or battery against student or staff
- Bullying/cyber bullying
- Bus disruption
- Weapons (Note: this applies to look-alike weapons as well).
- Disruption of class
- Disruptive demonstrations on school property
- Drugs/drug paraphernalia-alcohol
- Failure to serve In-School Suspension
- Failure to serve AM/PM Penalty (repeat occurrences)
- Fighting
- Fire extinguishers (tampering with)
- Firecrackers/smoke bombs
- Gambling
- Gang/cult activity (apparel, recruitment, intimidation, graffiti, gestures)
- Gross student misconduct
- Group disorder/ creation of chaos
- Harassment (e.g. sexual/racial)
- Insubordination
- Leaving School Building without permission
- Misuse of technology
- Possession/distribution/posting of unauthorized, inappropriate literature
- Repeated occurrences of possession of other incendiary devices.
- Theft
- Threat of violence to students or school personnel
- Tripping of fire alarm (criminal)

- Truancy - partial or full day
- Verbal abuse to staff
- Vulgar, obscene language/writings and/or gestures

This list of disciplinary infractions is not intended to be exhaustive. Students who participate in illegal activities are subject to detention and prosecution, in addition to disciplinary action.

## Expellable Offenses

Immediate advancement to Step 10 may result from any incident listed as an expellable infraction. Expellable infractions include, but are not limited to, any of the items listed.

This list of disciplinary infractions is not intended to be all-inclusive. Students who engage in illegal activity are subject to arrest and prosecution in addition to school disciplinary action.

Students involved in the following infractions are subject to immediate advancement to Step 10 and possible expulsion even though they may not have been involved in previous disciplinary incidents during the current school year:

- Criminal tripping of a fire alarm
- ]Setting off or threat to set off explosive device
- Arson
- Possession/use of dangerous materials-weapons
- Assault and/or battery against any student or staff member
- Threats of violence to students or school personnel
- Possession/sale of drugs or alcohol
- Damage to school or school personnel property
- Misuse of technology
- Theft (determined by incident)
- Gang or cult activity-repeated/blatant
- Making a bomb threat
- Tampering with fire extinguishers
- Flagrant and continued disregard of school rules
- Gross student misconduct

## Disciplinary Steps

### STEP 0

- All students begin here. (Each step may include any or all of the consequences from the previous steps.)

### STEP 1

- Lunch detention (see note below)
- Office Referrals
- Peer Mediation
- Assistant Principal/student conference
- Social worker Referral
- Detentions--AM/PM

### STEP 2

- Detentions--AM/PM
- Assistant Principal/student/parent conference

### STEP 3

- Detentions--AM/PM
- Principal/Parent/student conference

### STEP 4

- Assistant Principal/student conference
- Assistant Principal/parent conference
- Saturday Detention

### STEP 5

- Assistant Principal/student conference
- Assistant Principal/parent conference
- Temporary loss of privileges—Extracurricular

### STEP 6

- Assistant Principal/student conference
- Assistant Principal/parent conference
- In-School Suspension

### STEP 7

- Assistant Principal/student conference
- Assistant Principal/parent conference
- Principal/Assistant Principal/ Student conference

### STEP 8

- Assistant Principal/student conference
- Assistant Principal/parent conference
- Out-of-School Suspension
- Principal/Assistant Principal/ parent conference

### **STEP 9**

- Assistant Principal/student conference
- Assistant Principal/parent conference
- Superintendent/Principal/student conference
- Superintendent/Principal/parent/student conference
- Possible suspension until conference
- Possible suspension until Hearing or Alternate Placement
- Possible IEP conference or staffing (Special Education students)
- Possible Police Involvement
- Possible Board Hearing
- Possible Alternate School Assignment
- Possible Expulsion

A lunch detention includes the standard lunch detention bag lunch, white milk, and no snack purchasing privileges. Students may opt to bring a lunch from home, but this does not include bringing a fast food lunch.

### **STEP 10**

- Assistant Principal/student conference
- Assistant Principal/parent conference

### **Discipline Process for Gang Behavior**

Blackhawk Middle School maintains a separate discipline policy for gang behavior. The steps in the policy may not be reduced and carry over from year to year. The four steps are as follows:

- Verbal warning and parent conference.
- One day out-of-school suspension and parent conference.
- Five day out-of-school suspension and re-admittance conference with Superintendent.
- Ten day out-of-school suspension and recommendation for expulsion.

# Code of Conduct for Extracurricular Activities

In order to participate in any school activity, practice, rehearsal or performance, etc., after school, in the evening, or weekend, a student must meet these three requirements:

- The student must be in attendance ALL DAY 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 will be notified by the school (e.g. coach, athletic director, sponsor) when students are ineligible for extracurricular activities.
- The student must be in good standing with all administrator issued detentions. Students serving In-School Suspension or Out-of-School Suspension are ineligible to participate in extracurricular activities for that day. Students notified of In-School Suspension or Out-of-School Suspension for the following day are ineligible to participate in extracurricular events on the day of notification. Similarly, students may not be spectators at extracurricular events on the same days described above for participation.

A student participating in an activity or athletic program will be subject to disciplinary action if he or she violates this Code of Conduct for Extracurricular Activities. Violations will be treated cumulatively, with disciplinary penalties increasing with subsequent violations.

The student shall not:

- Violate the District's policies or procedures on student discipline;
- Use a beverage containing alcohol (except for religious purposes);
- Use tobacco in any form;
- Use, possess, buy, sell, barter, or distribute any object that is or could be considered a weapon or any item that is a "look alike" weapon. This prohibition does not prohibit legal use of weapons in cooking and in sports, such as archery, martial arts practice, target shooting, hunting, and skeet;
- Attend a party or other gathering and/or ride in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors;
- Act in an unsportsmanlike manner;
- Vandalize or steal;
- Haze other students;
- Violate the written rules for the activity or sport;
- Behave in a manner that is detrimental to the good of the group or school;
- Be insubordinate or disrespectful toward the activity's sponsors or team's coaching staff;
- Falsify any information contained on any permit or permission form required by the activity or sport.

# Definitions

**Alternative Educational Setting** is a placement authorized by designated school personnel or a hearing officer for a disabled student subject to disciplinary action.

**Chronic Truant** is any student absent without valid cause for ten percent (10%) of the previous one hundred eighty (180) regular attendance days.

**Cyber-bullying** is the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others. Cyber-bullying can be as simple as continuing to send e-mail to someone who has said they want no further contact with the sender, but it may also include threats, sexual remarks, pejorative labels (i.e., hate speech).

**Detention** is the keeping of a student before, during, or after regular school hours for a reasonable period of time as a disciplinary measure.

**Electronic Devices** include, but are not limited to cellular phones (including pagers), personal entertainment devices (Game Boys, portable DVD players, CD players, iPods/MP3 players, radios, televisions, recording devices, video cameras, and cameras) calculators or any other electronic device with game capabilities), or laser pens/pointers. Cellular phones with photographic capabilities will not be allowed in locker rooms or wash-rooms at any time. Unauthorized use of this technology without the consent of the individual being photographed also will be prohibited at any time throughout the school.

**Expulsion** is the exclusion of a student from school for a period of time greater than ten (10) consecutive school days, but for no longer than two calendar years.

**Firearms** are any weapons or destructive devices that will, or are designed to, or may be readily converted to expel a projectile by the action of an explosion, expansion of gas or escape of gas. Firearms include, but are not limited to, guns, bombs, grenades, poison gas, and rockets.

**Hazing** means 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.

**In-School Suspension** is a temporary exclusion of a student from a class or classes, with an opportunity to make up missed class work for credit.

**Look-alike Drug** means a substance, other than a controlled substance which (1) by overall dosage unit appearance, including shape, color, size, markings or lack thereof, taste, consistency or any other identifying physical characteristic of the substance, would lead a reasonable person to believe that the substance is a controlled substance, or (2) is expressly or implied represented to be a controlled substance or is distributed under circumstances which would lead a reasonable person to believe that the substance is a controlled substance.

**Possession** is the act of knowingly having on one's person or in one's control, including but not limited to in one's locker, backpack, purse, vehicle or other property.

**Probation** is a conditioned enrollment in school, or a particular school activity or class, for a restricted period of time.

**MTSS** (Multi-Tiered System of Support) is a framework for meeting the academic, social, emotional, and behavioral needs of all students. A 3-tier approach to instruction provides additional support beyond the core curriculum to maximize student achievement

**School Personnel** includes teachers, administrators, Board of Education members, school bus drivers and all other school district employees and school volunteers.

**Special Education Student** is a student who has been determined eligible for a special education instructional program or support services pursuant to Article 14 of the *School Code*, the *Individuals with Disabilities Education Act*, or Section 504 of the *Rehabilitation Act of 1973*. In addition, to the extent required by law, a student who has not been determined to be

eligible for special education services may be entitled to the procedural protections afforded to special education students under this Policy and Rules and Regulations, if the School District had knowledge that the child was a child with a disability prior to the incident of misconduct leading to the discipline.

**Special Education Rules** are the official regulations of the State Board of education governing special education as found in 23 Ill. Admin. Code 226.

**Supportive services** are services including, but not limited to, diagnostic intervention, alternative education programs and community services.

**Suspension** is a temporary exclusion of a student from school, from riding the school bus, or from a class or classes, for a period of time not to exceed ten (10) consecutive school days, except that a student may be suspended by the Board of Education from riding the school bus in excess of ten (10) consecutive school days for safety reasons.

**The School Code** refers to the Illinois statutes governing boards of education as found in Chapter 105, Art. 5, of the Illinois Compiled Statutes.

**Weapons**, for purposes of discipline pursuant to the School Code, shall be defined according to the following:

1. For purposes of general disciplinary authority, "weapon" includes any object which may be used or attempted to be used to cause bodily harm.

2. For purposes of a mandatory one-year expulsion pursuant to the School Code, "weapon" means (a) gun, rifle, shotgun, firearm, any device which expels a projectile by the action of an explosive, bomb, grenade, rocket, missile with explosive or incendiary charge, blackjack, metal knuckles, throwing star, switchblade knife, (b) a dangerous knife or any other dangerous or deadly object if possessed with the intent to use against another, (c) any other object if used or attempted to be used to cause bodily harm, including, but not limited to, knives, brass knuckles, bill clubs, or (d) "look-a-likes" of such weapons.

3. For purposes of invoking an alternative educational setting in excess of ten (10) consecutive days for a disabled student, the term "weapons" shall include any devices, instruments, materials or substances, animate or inanimate, that are used for, or are readily capable of, causing death or serious bodily injury, except that such term shall not include a pocket knife with a blade of less than 2 1/2 inches in length.

# 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. Raymond Lechner..... Interim Co-Superintendent of Schools  
Dr. Rebecca Nelson..... Interim Co-Superintendent of Schools  
Anne Paonessa..... Interim Director of Teaching and Learning  
Paul Novack..... Chief Financial Officer  
Juliann Greene..... Director of Special Education  
Edgar Palacios..... Director of English Learners/Bilingual Services  
Tim Waldorf..... Community Relations Coordinator

## **BSD2 Parent-Teacher Advisory Committee on Student Discipline**

Missy Baglarz..... Director of Multi-Tier Systems of Support/Committee Chair  
Juliann Greene..... Director of Special Education  
Dr. Perry Finch..... Blackhawk Middle School Principal  
Carlos Patiño..... W.A. Johnson School Principal  
Mary Balducci..... W.A. Johnson School ISP Grades K-1 Special Education Teacher  
Victoria Mazzone..... Blackhawk Middle School Sixth-Grade Social Studies Teacher  
Brittany Reinhart..... Tioga School Second-Grade Teacher  
Julia Bray..... Tioga School Parent  
Victoria Myhre..... W.A. Johnson School Parent

This Handbook reflects the Board of Education’s policy on student discipline. The policy, as well as rules and regulations governing discipline are available upon request from the Superintendent’s Office, and are posted on the District’s website under Board of Education/Policies. As reviewed by committee in July and August 2020 and approved by the Board of Education on August 4, 2021.

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