

Illini West High School

Resource Packet

For

Families

List of Staff at Illini West High School

- **Mr. Scott Schneider: Principal**
 - **217-357-2136**
 - schneider.scott@illiniwest.org
- **Mr. Jim Short: Dean of Students**
 - **217-357-2136**
 - short.jim@illiniwest.org
- **Mr. Ryan Bliss: Guidance Counselor**
 - **217-357-2136**
 - bliss.ryan@illiniwest.org
- **Mr. Grant Surprenant: Community Outreach Liaison**
 - **217-357-2136**
 - surprenant.grant@illiniwest.org
- **Ms. Ryanne Nason: School Psychologist**
 - **217-357-2136**
 - nason.ryanne@illiniwest.org
 - **Available Monday and Wednesdays only at Illini West**
- **Ms. Gina Lanning: Social Worker**
 - **217-357-2136**
 - glanning@wcisec.org
 - **Available Monday only at Illini West**
- **Crisis Hotline Phone Number**
 - **1-800-252-2873**

Staff Roles at Illini West High School

Mr. Scott Schneider: Principal

- Manages and supervises all building staff personnel.
- Assigns teachers to classrooms and students to classes.
- Evaluates performance and effectiveness of programs and staff.
- Coordinates in-service training for staff.
- Participates in district-wide activities, in-service and committees, as appropriate.
- Monitors staff to insure work is being performed appropriately and in a safe and efficient manner.
- Interacts with students in a constructive manner to encourage each individual to perform at their highest level.
- Provides general supervision of students, including mornings, lunch periods and end of day.
- Supervises extra-curricular activities.
- Handles discipline situations and communicates with parents in an effort to keep the climate of the building positive.

Mr. Jim Short: Dean of Students

- Participates in district-wide activities, in-service and committees, as appropriate.
- Interacts with students in a constructive manner to encourage everyone to perform at their highest level.
- Handles discipline situations and communicates with parents to keep the climate of the building positive.
- Provides general supervision of students, including mornings, lunch periods and end of day.
- Supervises extra-curricular activities.

Mr. Ryan Bliss: Guidance Counselor

- Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals and plans.
- Meet with freshman groups to provide orientation to high school and career planning information.
- Accurately and appropriately interprets and utilizes student data.
- Collaborates with parents/guardians and educators to assist students with educational, career and life planning.
- Conducts annual Freshman Orientation program for incoming freshmen prior to selection of courses in February.
- Holds individual and group conferences with students about test results.
- Meets with students about PSAT, Plan and Explore results.
- Informs students and parents about career opportunities, post-secondary application procedures, financial aid, etc.
- Schedules and facilitates visits by college representatives.
- Assists students with the completion of online applications for admission and financial aid.
- Monitors student status toward meeting graduation requirements.
- Assists students with credit recovery via online courses.

- Assists students who would like to graduate mid-year.
- Meets with students individually and in groups to register for courses and make course changes as needed.
- Registers new students.
- Meets with groups of students in grades 8-11 to register online for classes for the upcoming school year.
- Meets with students during registration in August to resolve schedule conflicts.
- Serves as dual credit liaison with Carl Sandburg College – arranges for Compass testing, assist students with the registration process, holds parent meeting, serves as Illini West school contact for dual credit teachers and Carl Sandburg administration.
- Provides individual and group counseling to students with identified concerns and needs.
- Consults and collaborates effectively with parents/guardians, teachers, administrators, and other educational/community resources regarding students with identified concerns and needs.
- Implements an effective referral and follow-up process as needed.
- Monitors student academic performance, behavior, and attendance and facilitates appropriate interventions.
 - Identifies students for the teacher/student mentoring program; provides student information to teacher mentors.
 - Refers students to alternative school or GED programs when appropriate.
- Assists teachers with the integration of guidance activities into the curriculum.

Mr. Grant Surprenant: Community Outreach Liaison

- Assists students, staff, teachers, parents and community members (e.g. applications for services, transporting parents/students, interpreting technical information, etc.) for providing and/or conveying information and other services required by parents or teachers.
- Communicates with parents on behalf of school (e.g. attendance and homework issues, available programs/services, completing paperwork, etc.) for ensuring that an ongoing partnership between the home and school is formed.
- Conducts parent meetings as assigned for gaining information and/or discussing needs and problems involving students and their families.
- Confers with teachers, parents and/or appropriate community agency personnel for assisting in evaluating student progress and/or implementing student objectives.
- Coordinates home visits and parent meetings for gaining information and/or discussing needs and problems involving students and their families.
- Refers students and their families to outside agencies (e.g. state agencies, medical professionals, counselors, foundations, charities, etc.) for ensuring the need of students and families are met.
- Visits families and students in their homes as required for the purpose of assessing situations, improving communication, providing information regarding school policies and programs, and/or providing referrals.
- Make contact with students who have multiple absences through phone conferences and home visits. Runs a weekly attendance report to ensure students with poor attendance are contacted regularly. Phone conversations and home visits are documented in detail.
- Helps students identify job openings and fill out job application(s). Keeps the Employment Board updated weekly with new employment leads for students. Posts interview tips, and resume samples.

- Provides Resume Workshop and helps students write their first résumé. Provides interview training. Assists students with completing work permit requests.

Ms. Ryanne Nason: School Psychologist

- Consult with administrative and school staff regarding individual needs of students
- Consult with parents to acquire information, share results of evaluations and to address student/family needs and concerns
- Act as a liaison with community social service and special education agencies and consults with these agencies and/or other professionals concerning student needs
- Participate as a member of the RTI/Student Assistance team
- Conduct full case study evaluations as determined appropriate
- Provide information on cognitive, academic, emotional and behavior functioning as requested
- Communicate psychological evaluation/screening results to school personnel in the form of a written report.
- Conduct re-evaluations
- Participate in preschool screenings, when applicable
- Participate in multidisciplinary conferences to share evaluation/screening results and aid in development of appropriate educational services
- Attend IEP conferences and other related conferences
- Writes reports and completes paperwork in a timely, efficient and correct manner
- Consult with special education teachers to assist in special education program development
- Consult with general education teachers to address academic/behavioral/social needs of students
- Provide additional support services to individuals and groups as needed (e.g. crisis intervention, parenting education, staff development)

Ms. Gina Lanning: Social Worker

- Complete social/developmental studies including family history for students being referred for special education. This includes re-evaluation of students identified with disabilities.
- Serve as liaison between school personnel and families of students referred.
- Provide appropriate social work services for students and families referred.
- Serve as liaison between students and their families with community, mental health, and social service agencies.
- Participate in staff conferences, as well as, the development and implementation of IEP.'s of referred students.
- Provide individual social casework evaluation services to identify social and emotional concerns of students.
- Conduct group and individual counseling sessions with students and their families.

Resources in The Community

Mental Health Center of Western Illinois

- **Mental Health Centers of Western Illinois (MHCWI) offers emotional, vocational, social, wellness and financial help for you and your loved ones.**
- **A CARF three-year accreditation was awarded to MHCWI for the following programs:**
 - **Case Management/Services Coordination**
 - **Community Housing**
 - **Community Integration**
 - **Outpatient Treatment - Mental Health**
 - **Outpatient Treatment - Substance Abuse**
- **607 Buchanan St Carthage, IL 62321**
- **217-357-3176**
- www.mhcwi.org

Carthage Memorial Hospital

- **1454 N. Co RD 2050 Carthage, IL 62321**
- **217-357-8500**
- www.mhtlc.org

Memorial Medical Clinic La Harpe

- **501 E. Main St La Harpe, IL 61450**
- **217-659-3844**

Trinity Lutheran Church- Food Pantry

- **709 Main St Carthage, IL 62321**
- **217-357-2468**

Outside Resources

Transitions of Western Illinois

- 4409 Maine St Quincy, IL 62305
 - 217-223-0413
 - www.twi.org
- Services Offered:
 - Counseling services
 - Children and Adolescent Services
 - Children First Programs

Cornerstone

- 915 Vermont St Quincy, IL 62301
 - 217-222-8254
 - www.cornerstone-quincy.org
- Services Offered:
 - Counseling services
 - Psychiatric Services

Chaddock: Family Solutions

- 205 South 24th St Quincy, IL 62301
 - 217-222-0034
 - www.chaddock.org/family-solutions
- Services Offered:
- Oppositional Defiance
- Anxiety
- Peer Relationships
- ADD/ADHD
- PTSD
- Bipolar Disorder
- Reactive-Attachment Disorder
- Coping Skills
- Relationship Issues
- Depression
- Self-Esteem
- Developmental Disorders
- Self-Harming
- Family Therapy
- Sexual Abuse
- Grief/Loss
- Social Skills

- **Trauma**
- **Mood Disorders**

Counseling Cares

- **233 S McArthur St Macomb, IL 61455**
 - **309-833-2255**
 - www.counselingcares.com
- **Services Offered:**
 - **Counseling services**
 - **Psychiatric Services**

MDH Behavioral Health Services

- **525 E Grant St Macomb, IL 61455**
 - **309-836-1582**
 - www.mdh.org/services/behavioral_health.aspX
- **Services Offered:**
 - **Counseling services for individual, group and family therapy**

Homeless Student Opportunities

Homeless Liaison

- **Mr. Grant Surprenant**
 - **217-357-2136**
 - surprenant.grant@illiniwest.org

What Defines a Homeless Student?

- Children and youth who lack a fixed, regular, and adequate nighttime residence.
- Children or youth sharing the housing of other people due to the loss of housing or economic hardship.
- Living in a motel, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations.
- The term unaccompanied youth includes a youth not in the physical custody of a parent or guardian.
- A child loses 4-6 months of academic progress with every school transfer.

Title I Funds

- Funds can be available for students needing assistance in:
 - Clothing and shoes.
 - Student Fees that are necessary to participating in general education programs
 - School supplies such as backpacks, notebooks, pens
 - Immunizations, medical and dental services, eyeglasses and hearing aids.
 - Fees for AP, IB testing, SAT/ACT testing and GED testing for school-age students.

Anti-Bullying Information

<http://www.illiniwest.org/vnews/display.v/SEC/District%7CBullying%20Prevention%20Policy>

Students

Prevention of and Response to Bullying, Intimidation, and 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 and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, 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.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any nonschool-related activity, function, or program.

Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

Bullying includes *cyber-bullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

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

Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyber-bullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyber-bullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards. Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the following requirements:

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is 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 to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. 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. Anyone, including staff members and parents/guardians, who has information about

actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports are also accepted.

Complaint Manager:

Jim Short

Name

600 Miller St., Carthage, IL 62321

Address

short.jim@illiniwest.org Email

217-357-2136

Telephone

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform parent(s)/guardian(s) of all students involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the report of the incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported act of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, socialemotional skill building, counseling, school psychological services, and community-based services.

7. A reprisal or retaliation against any person who reports an act of bullying is **prohibited**. A student's act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.
11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
 - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
 - b. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - c. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
 - d. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
 - e. 7:20, *Harassment of Students Prohibited*. This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).

- f. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
- g. 7:190, *Student Discipline*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
- h. 7:310, *Restrictions on Publications*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.: 405 ILCS 49/, Children's Mental Health Act.
105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.
23 Ill.Admin.Code §§1.240 and §1.280.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Discipline), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Food Allergy Management Program), 7:310 (Restrictions on Publications)

ADOPTED: March 25, 2015

Websites with Additional Information

- <https://www.stopbullying.gov/>
- <http://www.eyesonbullying.org/websites.html>
- <http://www.pacer.org/bullying/>
- <http://www.stompoutbullying.org/>