

*ROE #11 Youth Services*  
*Annual Report*  
*for*  
**Bridges RSSP**  
**Beacons TAOEP**  
**AIM Truancy Services**

*2020-2021*

*This report has been prepared by:*

**Kyle Thompson, Ph.D.**  
**Regional Superintendent of Schools**

ROE #11 Youth Services Administrative Office  
730 7<sup>th</sup> St.  
Charleston, IL 61920

Phone: 217-348-0151 Fax: 217-348-0171  
[www.roe11.org](http://www.roe11.org)

## **The Purpose**

**Bridges RSSP:** An Illinois law called The Safe Schools Act created a community resource to provide an alternative education option for students in grades 6-12 who have been suspended several times or are on the verge of being expelled because of gross misconduct. Provided with a new setting, students can learn coping strategies to foster academic and emotional maturity. Funding is provided by the Illinois State Board of Education through the RSSP and ADA grants.

**Beacons:** The Illinois School Code authorizes the establishment of Alternative Education programs that serve students with attendance problems. The Beacons program is a full-time educational option for truant and chronic truant students who wish to catch up to grade level or retrieve credits missed because of poor school attendance. Truant students are eligible to enter Beacons program up to their 17<sup>th</sup> birthday. Funding is provided by the Illinois State Board of Education through TAOEP and ADA grants.

**AIM Truancy Services:** ISBE provides grants for the establishment of truancy intervention and prevention services designed to reduce truancy and dropout rates. The AIM program works individually with truant students, integrating resources of the school and community to meet the needs of the students and their parents in hopes of reconnecting them with school and enhancing their chances of staying in school and attaining a high school diploma. Funding is provided through ISBE TAOEP grants.

## **Program Goal**

Youth Services (Bridges RSSP, Beacons, and AIM) empower students through relationships and opportunities. The overall objective of Youth Services programming is to provide services and opportunities that enhance the possibility that every student successfully completes high school. Bridges, Beacons, and AIM program policies, procedures, and strategies have been developed based upon evidence-based practices for at-risk students.

## **Eligibility Criteria**

Eligibility for Youth Services programs is dependent upon local school administration referral of students to the programs. Students are referred as a continuum of local intervention efforts that are falling short of desired outcomes. In all cases, the local districts and Youth Services staff work together to plan and implement strategies that will enhance the success of the students.

## **Bridges Curriculum**

**Academics:** Students participate in an individualized curriculum that is self-paced and technologically based. An innovative and flexible curriculum is based on student readiness, interest, and learning profiles. The work is aligned with state standards with specific focus on the basic skills of reading, mathematics, and writing which are taught face to face by

licensed teachers. Students use the online curriculum Edgenuity to help meet the credit and course requirements set forth by their home districts. Online instruction is also used for supplemental and credit recovery purposes. There is a low teacher to student ratio (10 to 12 students per teacher) so that each student has ample opportunity to get the individualized assistance they need in order to achieve academic success. Students participate in school to work activities through the RSSP Coop program. Field trips are planned that enhance classroom lessons. Each student has continuous access to electronic devices that are used in both face-to-face classes as well as the online Edgenuity curriculum. Integrated services and instruction are provided in coordination with community agencies and other ROE #11 grant programs. Students are provided instruction and intervention programs in personal health issues. They are monitored both inside and outside the school through the coordinated efforts of the RSSP staff and community agencies (probation, mental health, drug treatment, etc.). Students have access to information and resources relevant to their personal social challenges.

**Attitude:** Students improve attitudes and behaviors because they are involved, through voluntary participation, in a restricted, highly supervised environment focused on learning. Students are trained to use social-awareness and interpersonal skills to establish and maintain positive relationships. Students are engaged in partnerships and volunteer activities within the school community. Safe school students demonstrate a positive attitude by acting according to the school principles of trustworthiness, respect, responsibility, fairness, caring, and citizenship. Character education is embedded into the curriculum. Students are instructed in character education, anti-bullying, and other life skills that will help them sustain controlled appropriate behaviors and achieve personal goals peacefully. They self-access their behaviors according to the school principles and this assessment is combined with teacher ratings and reported to the district and parents on the quarterly reports. The Behavior Intervention Plan is restorative rather than punitive and applied throughout the day and agreed to by all staff and students.

**Attendance:** Each student agrees to a goal of achieving a 90% attendance rate. There are monthly incentives for all who reach the goal and special recognition for all those achieving perfect attendance. Students are encouraged to schedule medical and other appointments outside of the school hours. There is parental contact each time a student is absent from school. Attendance reminders, charts, and positive reinforcements are posted in the classrooms. Attendance is a BIG DEAL and all students participate in attendance documentation and awareness activities.

## **Reasons for Administrative Transfer of Students from Local School Districts**

### Bridges RSSP

1. Violation of school rules (**44**)
2. Insubordination (**8**)
3. Drugs and alcohol (**8**)
4. Fighting and threats (**17**)
5. Weapons possession (**5**)
6. Disorderly conduct (**5**)
7. Sexual harassment or any other harassment and/or hazing (**0**)
8. Vandalism and theft (**1**)
9. School Recommendation (**0**)
10. Other (**62**) (credit deficiencies, social anxiety, failure to work)

### TAOEP: Truants' Alternative and Optional Education Programs

1. AIM truancy program served **531** students
2. Beacons Alternative Education Program served 54 students who were behind in credits or grade level due to truancy

## 2021-2022 Program Site Information

**Lerna Bridges** PO Box 129 Lerna, 62440 Phone: 235-4867 Fax: 235-4874

Principal: Jerry Calandrilla

Teachers: Clayton Chumbley, Laurie Hooker-Davison, Krista Snider, Jim Whittier

**Paris Bridges** 210 E. Court St. Paris, 61944 Phone: 463-3044

Principal: Michelle Young

Teachers: Beth Hansel, Michelle Young

**Shelbyville Bridges** 201 E.N. 12th Street Shelbyville, IL 62565

Phone: 774-1037

Principal: Dr. Zakry Standerfer

Teachers: Amber Donnel, John Mikeworth

**Humboldt Bridges** 308 Adams, Humboldt, IL 61931 Phone: 268-4104

Principal: Jerry Calandrilla

Teacher: Lynne Hinton, Shane Phebus

### AIM

A.J. Alexander – Clark, Edgar Counties

Blair Dosch – Coles County

Teresa Metzger – Douglas, Moultrie Counties

Samantha Shores – Cumberland, Shelby Counties

### COOPERATIVE EDUCATION

Cindy Mills – Humboldt, Lerna, Paris, Shelbyville

## 2021-2022 Staff Information

	<u>Highest Degree</u>	<u>License</u>
Alexander, A.J.	B.S. UW-Green Bay	PEL (pending transfer): Ele Ed.
Calandrilla, Jerry	Specialist EIU	PEL: SS, Gen Adm, Supt
Chumbley, Clayton	B.S. EIU	PEL: Social Science 6-12

Donnel, Amber	M.P.A. U of I Springfield	PEL: Math, Science
Dosch, Blair	B.S. EIU	PEL: Ele Ed, MS Science
Hansel, Beth	B.S. EIU	PEL: Ele Ed.
Hinton, Lynne	B.S. EIU	PEL: Ele Ed, MS ELA & SS
Hooker-Davison, Laurie	B.A. EIU	PEL: English 6-12
Metzger, Teresa	M.S. EIU	PEL: Ele Ed.
Mikeworth, John	B.S. EIU	PEL: MS Science, Music, Ele Ed
Mills, Cindy	M.A. EIU	PEL: Admin, Guidance, Business
Phebus, Shane	B.S. EIU	PEL: Ele Ed.
Shores, Samantha	B.A. Aurora U.	PEL: Biology, Secondary Ed.
Snider, Krista	B.S. EIU	PEL: Ele Ed, Social Science 5-8
Standerfer, Zakry	Ph.D. Indiana State	PEL: Ele. Ed, MS ELA & SS, Admin, Supt.
Thompson, Kyle	Ph.D. Indiana State	PEL: SS, Admin, Supt
Whittier, Jim	B.A. UTRGV	PEL: English
Young, Michelle	M.S. EIU	PEL: Ele Ed, MS Math & SS, Admin.

## Statistics of Population Served (grade level on entry date)

### **Bridges**

**Total Students 156**

*Grade 6:1 Grade 7:3 Grade 8:14 Grade 9:14 Grade 10:26 Grade 11:30  
Grade 12:68*

**Gender:** 98 male 58 female

### **Beacons**

**Total Students 54**

*Grade 6:1 Grade 7:3 Grade 8:7 Grade 9:7 Grade 10:12 Grade 11:19  
Grade 12:5*

**Gender:** 20 male 34 female

## **AIM**

**Total Students 531**

Grade K:23 Grade 1:31 Grade 2:28 Grade 3:46 Grade 4:39 Grade 5:46  
Grade 6:29 Grade 7:51 Grade 8:67 Grade 9:4368 Grade 10:57 Grade 11:30  
Grade 12:16 Other:27

**Gender:** 239 male 199 female

## **2020-2021 Curricular Outcomes**

### **Bridges (156 students)**

<u>Academic Outcomes</u>	<u>Total Students</u>
HS Graduation	62
Earned Credits/Advanced grade level	133
School to Work (coop program)	97
Achieved $\geq 90\%$ attendance	70
Returned to home school (in good standing)	35
<u>Non-academic Outcomes</u> (left or will not return to Bridges)	
Moved out of region	6
Transferred to another program	1
Removed from program (noncompliance)	3
Voluntarily dropped from program	4
Homeschool	0
Incarceration	1

### **Beacons (54 students)**

<u>Academic Achievement</u>	<u>Total Students</u>
HS Graduation	8
Advanced grade level (grades 6,7,8)	11
Earned credits to advance in HS (grades 9-11)	39
School to Work (coop program)	19
<u>Attendance Improvement</u>	
Improved attendance (over last year)	27
Increased $>10\%$ (over last year)	20
Achieved $\geq 90\%$ attendance	13



**AIM** (531 students)

<u>Academic Achievement</u>	<u>Total Students</u>
HS Graduation	14
Advanced grade level (grades K-8)	305
Earned HS credits (grades 9-11)	152
<u>Attendance Improvement</u>	
Achieved $\geq$ 90% attendance	210
Improved attendance (over last year)	303
Increased $>$ 10% (over last year)	191
<u>Other Outcomes</u>	
Met all improvement goals, released from AIM in good standing	76
Did not complete program	40
Moved out of district . . . . . 36	
Voluntarily discounted program . . 4	
States Attorney notification of chronic truancy (letter 2)	22

**2020-2021 Bridges Student Surveys (72 students)**

- Sixty-seven students (93%) believed Bridges/Beacons was a safe learning environment
- Fifty-one students (71%) felt their attendance had improved
- Twenty-seven of the students (38%) indicated that their relationships with their parent(s) or guardian(s) had improved since entering the program.
- Forty-three students (60%) reported that they enjoyed school more since coming to Bridges/Beacons.
- Sixty-nine students (96%) believed that their academic work has been much better since attending Bridges/Beacons.
- Seventy students (97%) believed that all or most staff members are caring and respectful towards students.
- Forty-one students (57%) felt that their relationships with peers have improved.
- Eighteen students (25%) report having participated in volunteer community service while attending Bridges/Beacons

- Eighteen students (25%) reported that they held a job while attending Bridges/Beacons.
- Sixty-nine students (96%) believe Bridges/Beacons has helped them to be better prepared for next year.

### **2020-2021 Bridges Parent Surveys (18 parents)**

- Parents understand goals, purpose, & guidelines of program: 95%
- Seventeen (95%) parents reported positive changes in their child since entering Bridges/Beacons
- Eighteen (100%) parents believe that Bridges/Beacons staff cares about and respects the students
- Fourteen (78%) parents feel welcome at Bridges/Beacons.
- Fourteen (78%) parents report regular contact from teachers regarding their child's needs
- Eighteen (100%) parents report that their child feels good about attending Bridges/Beacons

### **2020-2021 District Schools' Surveys (20 administrators)**

The Bridges program has agreements with 24 school districts in ROE #11 and 1 school district in ROE #3. This year 24 school districts referred students to the program. Beacons has agreements with 16 school districts of which 15 sent students to the Beacons program.

Administrator survey results:

- Home schools are kept informed regarding student progress: 100% agree
- The handbook is easily understood and helpful: 95% strongly agree, 5% agree
- Understand the goals of the program and eligibility requirements: 90% strongly agree, 10% agree
- Referral forms are clear and easy to complete: 80% strongly agree, 20% agree
- Intake process is timely: 95% strongly agree

- Intake meetings are relevant: 85% strongly agree, 10% agree, 5% neutral
- Bridges/Beacons teachers and administration are easily accessible: 95% strongly agree, 5% agree
- Provides an appropriate evidence-based academic program: 65% strongly agree, 35% agree
- Bridges/Beacons provides a relevant program to increase the students' social skills: 75% strongly agree, 25% agree
- Differences administrators have seen on their campus as a result of having Bridges/Beacons
  - Productive alternative for severe and extreme inappropriate behaviors: 90%
  - Positive change in the school climate due to the availability of the program: 80%
  - Lessened behavior concerns: 60%
  - This has been a highly significant option for our district in lieu of expulsion: 65%
- Comments
  - I am extremely thankful for the Bridges program. Without having access to this program, we would have had several students fall through the cracks within the general education system.
  - We always appreciate your willingness to answer any questions that we have.
  - I utilize this program for students who are lesser of behavior concerns, but unable to function successfully in a traditional classroom setting. The students have been quite successful, and I am thankful to have this option to assist the student and to improve overall school culture by giving everyone what they need. The staff is easy to work with and again, I appreciate this option and program!
  - Continuing what you are doing.
  - We always appreciate your willingness to answer any questions that we have.

- Mrs. Young does an excellent job in Paris! She is always easy to work with and very informative on the progress of Paris Mayo students!
- I think things are going great and the program is a great benefit to my students.

## **Youth Services 2020-21 Program Objectives**

*#1 75% of program students will have an attendance rate of  $\geq 90\%$  from entry date to the end of the school year.*

Results: 45% of Bridges students achieved an attendance rate  $\geq 90\%$ .

Results: 24% of Beacons students achieved an attendance rate  $\geq 90\%$ .

Results: 40% of AIM students achieved an attendance rate  $\geq 90\%$ .

*#2: 100 % of Bridges/Beacons students will participate in character education class instruction.*

Results: 100% of Bridges/Beacons students received character education instruction.

*#3: 90% of students will advance a grade level or recover enough credits to be on track for high school graduation.*

Results: 85% of Bridges students had positive academic outcomes (graduation, HS credit received, advance grade)

Results: 93% of Beacons students had positive academic outcomes (graduation, HS credit received, advance grade)

Results: 89% of AIM students had positive academic outcomes (graduation, HS credit received, advance grade)

*#4: 90% of students will participate in the creation of their post-secondary transition plan.*

Results: 100% of Bridges/Beacons students had a transition plan in place.