

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

2022-2023

This report has been prepared by:

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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.

Bridges TAOEP: The Illinois School Code authorizes the establishment of Alternative Education programs that serve students with attendance problems. The Bridges TAOEP 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 Bridges TAOEP program up to their 17th 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, Bridges TAOEP, 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 RSSP, Bridges TAOEP, 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.

2022-2023 Reasons for Administrative Transfer of Students from Local School Districts

Bridges RSSP

1. Violation of school rules **(24)**
2. Insubordination **(9)**
3. Drugs and alcohol **(23)**
4. Fighting and threats **(33)**
5. Weapons possession **(0)**
6. Disorderly conduct **(8)**
7. Sexual harassment or any other harassment and/or hazing **(2)**
8. Vandalism and theft **(1)**
9. School Recommendation **(0)**
10. Other **(51)** (credit deficiencies, social anxiety, failure to work)

TAOEP: Truants' Alternative and Optional Education Programs

1. AIM truancy program served **557** students
2. Bridges TAEOP served **44** students who were behind in credits or grade level due to truancy

2023-2024 Program Site Information

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

Principals: Jerry Calandrilla, Michelle Young

Teachers: Clayton Chumbley, Randy Hinshaw, Laurie Hooker-Davison,
Logan Pullen

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

Principals: Michelle Young, Jerry Calandrilla

Teachers: Beth Hansel, Madisyn Norman

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

Phone: 774-1037

Principals: Michelle Young, Jerry Calandrilla

Teachers: Amber Donnel, Brach Miller

AIM

A.J. Alexander

Blair Dosch

Andrea Orr

Samantha Shores

Director of Cooperative Education

Michelle Young – Lerna, Paris, Shelbyville

School Social Worker

VACANT– Lerna, Paris, Shelbyville

Homeless Liaison

Teresa Metzger – Area 4 & ROE #11

2022-2023 Staff Information

	<u>Highest Degree</u>	<u>License</u>
Alexander, A.J.	B.S. UW-Green Bay	PEL: 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.
Hinshaw, Randy	B.S. UIndy	PEL: Ele Ed
Hooker-Davison, Laurie	B.A. EIU	PEL: English 6-12
Julius, Jon	Ph.D. Indiana State	PEL: Dr. Ed, P.E 6-12, Admin, Supt.
Metzger, Teresa	M.S. EIU	PEL: Ele Ed.
Miller, Brach	B.S. CMU	PEL: Social Science
Norman, Madisyn	B.A. EIU	PEL: English - Pending
Orr, Andrea	M.A. GCU	PEL: LBS1
Pullen, Logan	B.A. EIU	ELS-CTE: Broadcasting (Audio & Video)
Shores, Samantha	B.A. Aurora U.	PEL: Biology, Secondary Ed.
Standerfer, Zakry	Ph.D. Indiana State	PEL: Ele. Ed, MS ELA & SS, LBS1, Admin, Supt.
Thompson, Kyle	Ph.D. Indiana State	PEL: SS, Admin, Supt
Young, Michelle	M.S. EIU	PEL: Ele Ed, MS Math & SS, Admin. ELS-CTE: Business, Finance, Human Resources

2022-2023 Statistics of Population Served (grade level on entry date)

Bridges RSSP

Total Students 151

Grade 6:5 Grade 7:8 Grade 8:17 Grade 9:14 Grade 10:29 Grade 11:36
Grade 12:42

Gender: 100 male 51 female

Bridges TAOEP

Total Students 44

Grade 6:0 Grade 7:2 Grade 8:8 Grade 9:11 Grade 10:10 Grade 11:9
Grade 12:4

Gender: 19 male 25 female

AIM

Total Students 557

Grade K:6 Grade 1:54 Grade 2:47 Grade 3:28 Grade 4:29 Grade 5:44
Grade 6:51 Grade 7:55 Grade 8:52 Grade 9:75 Grade 10:75 Grade 11:31
Grade 12:10

Gender: 289 male 268 female

2022-2023 Curricular Outcomes

Bridges RSSP (156 students)

<u>Academic Outcomes</u>	<u>Total Students</u>
HS Graduation	35
Earned Credits/Advanced grade level	110
School to Work (coop program)	34
Achieved ≥90% attendance	71
Returned to home school (in good standing)	25
<u>Non-academic Outcomes</u> (left or will not return to Bridges)	
Moved out of region	5
Transferred to another program	4
Removed from program (noncompliance)	12

Voluntarily dropped from program	5
Homeschool	5
Incarceration	1
Return to home school for IEP services	6

Bridges TAOEP (44 students)

<u>Academic Achievement</u>	<u>Total Students</u>
HS Graduation	8
Earned Credits/Advanced grade level	32
School to Work (coop program)	9

Attendance Improvement

Improved attendance (over last year)	26
Increased >10% (over last year)	15
Achieved ≥ 90% attendance	8

AIM (557 students)

<u>Academic Achievement</u>	<u>Total Students</u>
HS Graduation	12
Advanced grade level (grades K-8)	244
Earned HS credits (grades 9-11)	171

Attendance Improvement

Achieved ≥ 90% attendance	129
Improved attendance (over last year)	312
Increased >10% (over last year)	190

Other Outcomes

Met all improvement goals, released from	
AIM in good standing	74
Did not complete program	53
Moved out of district 31	
Voluntarily discounted program . .22	
States Attorney notification of chronic truancy (letter 2)	11

2022-2023 Bridges Student Surveys (73 students)

- Seventy-one students (97%) believed Bridges was a safe learning environment
- Forty-seven students (65%) felt their attendance had improved
- Thirty-three of the students (45%) indicated that their relationships with their parent(s) or guardian(s) had improved since entering the program.
- Fifty students (69%) reported that they enjoyed school more since coming to Bridges.
- Sixty-four students (88%) believed that their academic work has been much better since attending Bridges.
- Sixty-nine students (94%) believed that all or most staff members are caring and respectful towards students.
- Forty-six students (63%) felt that their relationships with peers have improved.
- Thirty-four students (47%) report having participated in volunteer community service while attending Bridges.
- Nineteen students (26%) reported that they held a job while attending Bridges.
- Sixty-six students (90%) believe Bridges has helped them to be better prepared for next year.

2022-2023 Bridges Parent Surveys (15 parents)

- Parents understand goals, purpose, & guidelines of program: 100%
- Twelve (80%) parents reported positive changes in their child since entering Bridges.
- Thirteen (87%) parents believe that Bridges staff cares about and respects the students
- Fourteen (93%) parents feel welcome at Bridges.
- Twelve (80%) parents report regular contact from teachers regarding their child's needs.
- Twelve (80%) parents report that their child feels good about attending Bridges.

2022-2023 District Schools' Surveys (19 administrators)

The Bridges RSSP program has agreements with 24 school districts in ROE #11 and 1 school district in ROE #3. This year 25 school districts referred students to the program. Bridges TAOEP has agreements with 16 school districts of which 15 sent students to Bridges TAOEP.

Administrator survey results:

- Home schools are kept informed regarding student progress: 100% agree
- The handbook is easily understood and helpful: 84% strongly agree, 16% agree
- Understand the goals of the program and eligibility requirements: 63% strongly agree, 37% agree
- Referral forms are clear and easy to complete: 79% strongly agree, 16% agree, 5% disagree
- Intake process is timely: 84% strongly agree
- Intake meetings are relevant: 79% strongly agree, 21% agree
- Bridges teachers and administration are easily accessible: 74% strongly agree, 24% agree, 2% neutral
- Provides an appropriate evidence-based academic program: 58% strongly agree, 33% agree, 10% neutral
- Bridges provides a relevant program to increase the students' social skills: 53% strongly agree, 42% agree, 5% disagree
- Differences administrators have seen on their campus as a result of having Bridges:
 - Productive alternative for severe and extreme inappropriate behaviors: 84%
 - Positive change in the school climate due to the availability of the program: 95%
 - Lessened behavior concerns: 74%
 - This has been a highly significant option for our district in lieu of expulsion: 79%

- Comments
 - Wishing you the best in maintaining full staffing as this program is becoming an increasingly essential option for our district.
 - We are so grateful for the caring educators at Paris Bridges.
 - Nothing really. If anything, there is a needed demand for more teachers in the program.
 - Great Place – Jerry is the best
 - Finding a way to be more accessible to students who are disrupting the learning environment in their home schools. It seems to be out of the control of Bridges, but seats are taken because schools quickly make students expulsion eligible, instead of providing home school interventions. This reduces seats for our students.
 - I would like to do regular check-ins with my students that are attending. I would like to formalize the exit process and how we go about determining that the student is prepared to return to the home school and reintegrating the student with the proper supports and monitoring.
 - Increase the expectations associated with the work coop program. It's a good offering, but there need to be more. We don't want it to be perceived as an easy way out or a way to graduate early.
 - Safe schools are proven to be a successful alternative for student success. My suggestion would be to look at ways to keep some students on that track longer and to integrate a system in our schools for reintegration, such as partial return to home school while attending Bridges to gradually reintegrate students back into the home school.
 - None at this time. Michelle, Beth, and Mads are doing an amazing job with our students.
 - Don't quit! PLEASE

2022-2023 Youth Services 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: 47% of Bridges RSSP students achieved an attendance rate $\geq 90\%$.

Results: 18% of Bridges TAOEP students achieved an attendance rate $\geq 90\%$.

Results: 23% of AIM students achieved an attendance rate $\geq 90\%$.

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

Results: 100% of Bridges 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: 96% of Bridges RSSP students had positive academic outcomes (graduation, HS credit received, advance grade)

Results: 91% of Bridges TAOEP students had positive academic outcomes (graduation, HS credit received, advance grade)

Results: 76% 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 students had a transition plan in place.