

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

2023-2024

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.

2023-2024 Reasons for Administrative Transfer of Students from Local School Districts

Bridges RSSP

1. Violation of school rules **(17)**
2. Insubordination **(7)**
3. Drugs and alcohol **(27)**
4. Fighting and threats **(27)**
5. Weapons possession **(1)**
6. Disorderly conduct **(10)**
7. Sexual harassment or any other harassment and/or hazing **(0)**
8. Vandalism and theft **(1)**
9. School Recommendation **(0)**
10. Other **(46)** (credit deficiencies, social anxiety, failure to work)

TAOEP: Truants' Alternative and Optional Education Programs

1. AIM truancy program served **505** students
2. Bridges TAOEP served **44** students who were behind in credits or grade level due to truancy

2024-2025 Program Site Information

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

Principal: Jerry Calandrilla

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

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

Principal: Michelle Young

Teachers: Beth Hansel, Madisyn Norman, Noah Riggs

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

Phone: 774-1037

Principal: Michelle Young

Teachers: Amber Donnel, Brach Miller

AIM

Erin Beck

Blair Dosch

Joel Lowry

Samantha Shores

Director of Career and Technical Education

Michelle Young – Lerna, Paris, Shelbyville

Student Case Manager

Faith Milam – Lerna & Paris

Rachel Short – Lerna & Shelbyville

Homeless Liaison

Teresa Metzger – Area 4 & ROE #11

2024-2025 Staff Information

	<u>Highest Degree</u>	<u>License</u>
Beck, Erin	B.S. EIU	PEL: Ele. Ed.
Calandrilla, Jerry	Specialist EIU	PEL: SS, Gen Adm, Supt ELS-CTE: Agri. Bus., Nutrition, Fruit Veg. Production
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
Guerrero, Nikki	B.S. EIU	PEL: Business, ELA, Reading, SS, MS ELA & SS
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.
Lowry, Joel	B.S. U Phoenix	PEL: Pending
Metzger, Teresa	M.S. EIU	PEL: Ele Ed.
Milam, Faith	M.A. IWU	SUB
Miller, Brach	B.S. CMU	PEL: Social Science
Norman, Madisyn	B.A. EIU	PEL: English 5-12, Reading Pre-K-12
Pullen, Logan	B.A. EIU	ELS-CTE: Broadcasting
Rigg, Noah	B.A. EIU	ELS-CTE: Bus., Marketing, Law, Public Safety
Shores, Samantha	B.A. Aurora U.	PEL: Biology, Secondary Ed..
Short, Rachel	B.S. Greenville U	PEL: Ele Ed, MS SS
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

2023-2024 Statistics of Population Served (grade level on entry date)

Bridges RSSP

Total Students 140

Grade 6:0 Grade 7:8 Grade 8:15 Grade 9:20 Grade 10:23 Grade 11:39
Grade 12:35

Gender: 90 male 50 female

Bridges TAOEP

Total Students 37

Grade 6:1 Grade 7:2 Grade 8:7 Grade 9:9 Grade 10:4 Grade 11:13
Grade 12:2

Gender: 17 male 20 female

AIM

Total Students 505

Grade K:10 Grade 1:25 Grade 2:49 Grade 3:34 Grade 4:31 Grade 5:33
Grade 6:46 Grade 7:52 Grade 8:64 Grade 9:60 Grade 10:60 Grade 11:31
Grade 12:10

Gender: 257 male 248 female

2023-2024 Curricular Outcomes

Bridges RSSP (156 students)

Academic Outcomes

	<u>Total Students</u>
HS Graduation	40
Earned Credits/Advanced grade level	122
School to Work (coop program)	58
Achieved \geq 90% attendance	59
Returned to home school (in good standing)	40

Non-academic Outcomes (left or will not return to Bridges)

Moved out of region	4
Transferred to another program	1
Removed from program (noncompliance)	15

Voluntarily dropped from program	6
Homeschool	8
Incarceration	1
Return to home school for IEP services	1

Bridges TAOEP (44 students)

<u>Academic Achievement</u>	<u>Total Students</u>
HS Graduation	7
Earned Credits/Advanced grade level	31
School to Work (coop program)	10

Attendance Improvement

Improved attendance (over last year)	30
Increased >10% (over last year)	19
Achieved ≥ 90% attendance	4

AIM (505 students)

<u>Academic Achievement</u>	<u>Total Students</u>
HS Graduation	13
Advanced grade level (grades K-8)	229
Earned HS credits (grades 9-11)	153

Attendance Improvement

Achieved ≥ 90% attendance	120
Improved attendance (over last year)	283
Increased >10% (over last year)	145

Other Outcomes

Met all improvement goals, released from	
AIM in good standing	82
Did not complete program	41
Moved out of district	22
Voluntarily discounted program . .	19
States Attorney notification of chronic truancy (letter 2)	19

2023-2024 Bridges Student Surveys (65 students)

- Fifty-eight students (89%) believed Bridges was a safe learning environment
- Thirty-seven students (60%) felt their attendance had improved
- Thirty-three of the students (51%) indicated that their relationships with their parent(s) or guardian(s) had improved since entering the program.
- Thirty-five students (54%) reported that they enjoyed school more since coming to Bridges.
- Fifty-four students (83%) believed that their academic work has been much better since attending Bridges.
- Sixty-five students (100%) believed that all or most staff members are caring and respectful towards students.
- Thirty-eight students (58%) felt that their relationships with peers have improved.
- Twenty-nine students (45%) report having participated in volunteer community service while attending Bridges.
- Twenty-two students (34%) reported that they held a job while attending Bridges.
- Sixty-four students (98%) believe Bridges has helped them to be better prepared for next year.

2023-2024 Bridges Parent Surveys (26 parents)

- Twenty-four (92%) parents understand goals, purpose, & guidelines of program.
- Twenty-one (81%) parents reported positive changes in their child since entering Bridges.
- Twenty-three (88%) parents believe that Bridges staff cares about and respects the students
- Twenty-four (92%) parents feel welcome at Bridges.
- Twenty-two (85%) parents report regular contact from teachers regarding their child's needs.
- Twenty-three (88%) parents report that their child feels good about attending Bridges.

2023-2024 District Schools' Surveys (16 administrators)

The Bridges RSSP program has agreements with 24 school districts in ROE #11. This year 23 school districts referred students to the program. Bridges TAOEP has agreements with 24 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: 75% strongly agree, 25% agree
- Understand the goals of the program and eligibility requirements: 69% strongly agree, 13% agree, 13% neutral
- Referral forms are clear and easy to complete: 81% strongly agree, 19% agree
- Intake process is timely: 63% strongly agree, 31% agree
- Intake meetings are relevant: 56% strongly agree, 44% agree
- Bridges teachers and administration are easily accessible: 75% strongly agree, 19% agree, 6% neutral
- Provides an appropriate evidence-based academic program: 50% strongly agree, 44% agree, 6% neutral
- Bridges provides a relevant program to increase the students' social skills: 56% strongly agree, 38% agree, 6% neutral
- Differences administrators have seen on their campus as a result of having Bridges:
 - Productive alternative for severe and extreme inappropriate behaviors: 81%
 - Positive change in the school climate due to the availability of the program: 88%
 - Lessened behavior concerns: 50%
 - This has been a highly significant option for our district in lieu of expulsion: 50%
 - Great option for credit recovery for students who would not graduate otherwise: 6%

- Comments
 - I think you have made this program even better and stronger this year! I am always thankful when there is an option for us to give this opportunity to a student and their family. I would love for us to be able to figure out how to make students attending this program exempt from the state testing.
 - I appreciate the feedback on our students and the open communication.
 - We appreciate the willingness of the Bridges staff to consider our students for available spots. We always feel informed and know our students will have a positive experience.
 - I wouldn't be opposed to having a mid-year meeting just to catch up with the progress in-person.
 - Other than word of mouth, I did not understand what Bridges was (being new to the region). Working with Samantha and other admins was extremely easy and informative in helping the one and only student I have referred there at this time. However, a little bit about the programs and what they are and are not would be helpful at the beginning, middle, and end of the year.
 - Unfortunately, we did not get established the regular check-ins with students throughout the year. I would like to work on those. I also think the communication in regard to students exiting could be improved.
 - I would like just a little more information about the program so that I have the correct information. I think it is AMAZING to have an alternative school for students in this area. I think the staff are wonderful and truly care for the students.
 - We appreciate everything you do for Cowden-Herrick schools and our students.

2023-2024 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: 44% of Bridges RSSP students achieved an attendance rate $\geq 90\%$.

Results: 19% of Bridges TAOEP students achieved an attendance rate $\geq 90\%$.

Results: 24% 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: 86% of Bridges RSSP students had positive academic outcomes (graduation, HS credit received, advance grade)

Results: 84% of Bridges TAOEP students had positive academic outcomes (graduation, HS credit received, advance grade)

Results: 78% 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.