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

2025-2026

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.

2025-2026 Reasons for Administrative Transfer of Students from Local School Districts

Bridges RSSP

1. Violation of school rules **(12)**
2. Insubordination **(5)**
3. Drugs and alcohol **(9)**
4. Fighting and threats **(27)**
5. Weapons possession **(6)**
6. Disorderly conduct **(5)**
7. Sexual harassment or any other harassment and/or hazing **(1)**
8. Vandalism and theft **(1)**
9. School Recommendation **(4)**
10. Other **(83)** (credit deficiencies, social anxiety, failure to work)
11. TAOEP **(23)**

TAOEP: Truants' Alternative and Optional Education Programs

1. AIM truancy program served **536** students
2. Bridges TAOEP served **41** students who were behind in credits or grade level due to truancy

2026-2027 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, Faith Milam, Madisyn Norman, Noah Riggs

Shelbyville Bridges 201 E.N. 12th Street Shelbyville, IL 62565
Phone: 774-1037
Principal: Michelle Young
Teachers: Becca Caldwell, Amber Donnel, A.J. Pruitt

AIM
Erin Beck
Jenifer Bonawitt
Becca Caldwell
Blair Dosch
Hannah Wolfe

Homeless Liaison
Blair Dosch – Area 4 & ROE #11

2026-2027 Staff Information

	Highest Degree	License
Beck, Erin	B.S. EIU	PEL: Ele. Ed.
Bonawitt, Jenifer		ELS - PARA
Calandrilla, Jerry	Specialist EIU	PEL: SS, Gen Admin, Supt ELS-CTE: Agri. Bus., Nutrition, Fruit Veg. Production
Caldwell, Becca	B.S. EIU	ELS-CTE: Pending
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.
Milam, Faith	M.A. IWU	ELS-CTE: Pending
Norman, Madisyn	B.A. EIU	PEL: English 5-12, Reading Pre-K-12
Pruitt, A.J.	M.A. WKU	PEL: Social Science 5-12
Pullen, Logan	B.A. EIU	ELS-CTE: Broadcasting
Riggs, Noah	B.A. EIU	ELS-CTE: Bus., Marketing,
Thompson, Kyle	Ph.D. Indiana State	PEL: SS, Admin, Supt
Wolfe, Hannah	M.A. EIU	PEL: School Counseling
Young, Michelle	Specialist EIU	PEL: Ele Ed, MS Math & SS, Admin, Supt ELS-CTE: Business, Finance, Human Resources

2025-2026 Statistics of Population Served (grade level on entry date)

Bridges RSSP

Total Students 151

Grade 6:**6** *Grade 7*:**3** *Grade 8*:**14** *Grade 9*:**14** *Grade 10*:**21** *Grade 11*:**41** *Grade 12*:**52**

Gender: 85 male 66 female

Bridges TAOEP

Total Students 41

Grade 6:**0** *Grade 7*:**2** *Grade 8*:**8** *Grade 9*:**10** *Grade 10*:**15** *Grade 11*:**5** *Grade 12*:**1**

Gender: 16 male 25 female

AIM

Total Students 536

Grade K:**9** *Grade 1*:**29** *Grade 2*:**30** *Grade 3*:**39** *Grade 4*:**51** *Grade 5*:**43** *Grade 6*:**28** *Grade 7*:**46** *Grade 8*:**66** *Grade 9*:**45** *Grade 10*:**33** *Grade 11*:**19** *Grade 12*:**1**

Gender: 279 male 257 female

2025-2026 Curricular Outcomes

Bridges RSSP (151 students)

Academic Outcomes	*Total Students*
HS Graduation	**68**
Earned Credits/Advanced grade level	**110**
School to Work (WBL program)	**67**
Achieved ≥ 90% attendance	**62**
Returned to home school (in good standing)	**36**
Non-academic Outcomes (left or will not return to Bridges)	
Moved out of region	**9**
Transferred to another program	**3**

Removed from program (noncompliance)	**4**
Voluntarily dropped from program	**5**
Homeschool	**4**
Incarceration	**0**
Return to home school for IEP services	**3**

Bridges TAOEP (41 students)

Academic Achievement	***Total Students***
HS Graduation	**4**
Earned Credits/Advanced grade level	**38**
School to Work (WBL program)	**7**
Attendance Improvement	
Improved attendance (over last year)	**20**
Increased >10% (over last year)	**15**
Achieved ≥ 90% attendance	**3**

AIM (536 students)

Academic Achievement	***Total Students***
HS Graduation	**3**
Advanced grade level (grades K-8)	**301**
Earned HS credits (grades 9-11)	**156**
Attendance Improvement	
Achieved ≥ 90% attendance	**143**
Improved attendance (over last year)	**288**
Increased >10% (over last year)	**169**
Other Outcomes	
Met all improvement goals, released from AIM in good standing	**49**
Did not complete program	**14**
Moved out of district 14	
Voluntarily discounted program . . 0	
States Attorney notification of chronic truancy (letter 2)	**13**

2025-2026 Bridges Student Surveys (46 students)

- Forty-three students (93%) believed Bridges was a safe learning environment
- Twenty-seven students (59%) felt their attendance had improved
- Twenty-four of the students (52%) indicated that their relationships with their parent(s) or guardian(s) had improved since entering the program.
- Twenty-five students (54%) reported that they enjoyed school more since coming to Bridges.
- Thirty-nine students (85%) believed that their academic work has been much better since attending Bridges.
- Forty-six students (100%) believed that all or most staff members are caring and respectful towards students.
- Twenty-eight students (61%) felt that their relationships with peers have improved.
- Twenty-three students (50%) report having participated in volunteer community service while attending Bridges.
- Seven (15%) reported that they held a job while attending Bridges.
- Forty-four students (96%) believe Bridges has helped them to be better prepared for next year.

2025-2026 Bridges Parent Surveys (14 parents)

- Fourteen (100%) parents understand goals, purpose, & guidelines of program.
- Thirteen (93%) parents reported positive changes in their child since entering Bridges.
- One-Hundred percent (14) parents believe that Bridges staff cares about and respects the students
- Fourteen (100%) parents feel welcome at Bridges.
- Fourteen (100%) parents report regular contact from teachers regarding their child's needs.
- One-Hundred percent (14) parents report that their child feels good about attending Bridges.

- Comments
  - This is the best school my daughter could have attended!!
  - Very impressed with everything!! 5-star rating!!
  - Bridges was the best decision I have ever made for my child! He didn't miss much school because he liked it there an all his teachers! Thank you so much for having this available to my son! He graduates this week and I couldn't be more proud and grateful.
  - I was very happy to see that the program required employment after the academic portion was completed. Due to extreme truancy, my foster child would not graduate H.S. without Bridges. Good program as it catches students who otherwise would not complete H.S.
  - Thank you sooo much for helping my son. Thank you, teachers, staff and principal, at Paris Bridges.
  - The Shelbyville team is awesome! We have had nothing but good experiences in every aspect of the past 2 years here!!
  - My kids felt seen and understood. In all their years of school, they never felt that. It was a great change to see at home. We appreciate and respect everything you do for these kids. I go to see MY KIDS graduate because of you wonderful people!
  - My kids felt seen and understood. In all their years of school, they never felt that. It was a great change to see at home. We appreciate and respect everything you do for these kids. I got to see MY KIDS graduate because of you wonderful people!

2025-2026 District Schools' Surveys (20 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: 80% strongly agree, 20% agree
- Understand the goals of the program and eligibility requirements: 85% strongly agree, 10% agree, 5% neutral
- Referral forms are clear and easy to complete: 80% strongly agree, 20% agree
- Intake process is timely: 85% strongly agree, 15% agree
- Intake meetings are relevant: 75% strongly agree, 25% agree
- Bridges teachers and administration are easily accessible: 80% strongly agree, 20% agree
- Provides an appropriate evidence-based academic program: 55% strongly agree, 45% agree
- Bridges provides a relevant program to increase the students' social skills: 50% strongly agree, 45% agree, 5% neutral
- Differences administrators have seen on their campus as a result of having Bridges:
    - Productive alternative for severe and extreme inappropriate behaviors: 85%
    - Positive change in the school climate due to the availability of the program: 85%
    - Lessened behavior concerns: 55%
    - This has been a highly significant option for our district in lieu of expulsion: 70%
    - Great option for drop-out prevention: 5%
- Comments
    - Bridges has been easy to work with an helps us provide several options to students struggling with a variety of concerns.
    - This is a well-run program with opportunities for students that need another option or a second chance. I wish there were more of you and your people.

- We greatly appreciate all that you offer.
- Doing a great job everyone!!
- I would encourage the Bridges staff or ROE to do a presentation to schools about the program.
- The re-entry is a challenge for us. However, I believe this is on our end, not the Bridges side of things.

2025-2026 Youth Services Program Objectives

#1 *75% of program students will have an attendance rate of ≥ 90% from entry date to the end of the school year.*
Results: 53% of Bridges RSSP students achieved an attendance rate ≥ 90%.
Results: 5% of Bridges TAOEP students achieved an attendance rate ≥ 90%.
Results: 27% of AIM students achieved an attendance rate ≥ 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: 90% of Bridges RSSP students had positive academic outcomes (graduation, HS credit received, advance grade)
Results: 86% of Bridges TAOEP students had positive academic outcomes (graduation, HS credit received, advance grade)
Results: 86% 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.