

Safe & Responsive Schools Project
Summary of Involvement
Beatrice Public Schools
1999-2000

Five schools in the Beatrice Public School district participated in the Safe and Responsive Schools Project during the 1999-2000 school year. These participating schools included four elementary schools and the high school. The Beatrice Middle School participated in the project for approximately one month and then suspended their involvement due to their previous commitment to another project (the middle school is invited to re-join the project at any time).

In October, teams began to form at each of the levels, with the elementary schools pairing with each other to form two teams. A total of 27 school personnel, representing general educators, special educators, administrators, counselors, nurses, and school psychologists, participated in the project across the five schools.

For the first several meetings, team members individually completed the Safe and Responsive Schools Needs Assessment and then discussed as a team their responses to questions addressing Creating a Positive Climate, Early Identification and Intervention, and Effective Responses. Each team then prioritized their concerns, or areas in which they wanted to improve, and began to formulate the plans to address each area.

Cedar-Lincoln Team

The Cedar-Lincoln team's top priorities centered on developing a bullying prevention plan (Early Identification and Intervention) and increasing parental involvement (Creating a Positive Climate). Several team members this summer reviewed materials to purchase on bullying prevention programs appropriate for staff, students, and parents. The team has also planned to bring in speakers to speak with students, teachers, and parents about bullying: what it is, how to respond to it and how to prevent it. Ultimately, the team hopes to implement coordinated components of a bullying prevention program. With regard to increasing parental involvement, the team's specific interest focuses on improving involvement of parents of older students (4th and 5th) grades and hard-to-involve parents (e.g., resistant families). The team is in the process of reviewing and determining what is currently done to promote effective parental involvement, what is missing and what could be improved. The team is also developing a survey for teachers to determine ways to involve hard-to-involve parents.