

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.

Stoddard-Paddock

The Stoddard-Paddock team chose to begin planning for a mentoring program (Early Identification and Intervention) and to develop a resource, which would aid efforts in coordinating services between school and community (Effective Responses). The team will “pilot” a mentoring program this school year, utilizing two to three selected high school students, who also serve as student cadet aides for the elementary schools. The goal will be to have the selected high school student spend approximately 20-30 minutes per week with an elementary student during school hours. The team has developed specific guidelines for the high school “mentors” and will provide training and monitoring throughout the year. In addition, the team is in the process of developing the criteria by which elementary “mentees” will be selected. The team is also working in conjunction with the social studies curriculum committee in determining the possibility of adding a community services component to high school students’ graduation requirements and perhaps expanding the mentoring program through this venue. During the past summer, two team members, with the aid of the Family Resource Center, compiled a comprehensive booklet of services and resources available in the community. This resource book will be made available to teachers and staff in each school building. Team members will further discuss the best means to keep this booklet up-to-date.