

Meridian CUSD #223 School Board

Agenda and Board Packet

Regular Meeting

December 20, 2007

Highland Elementary School Cafeteria

7:00 p.m.

Levy Hearing 6:45 p.m.



MERIDIAN C.U.S.D. #223
BOARD AGENDA
Thursday, December 20, 2007
6:45 P.M. -- Levy Hearing
7:00 P.M. --Regular School Board Meeting
HIGHLAND SCHOOL; CAFETERIA
Levy Hearing: 6:45 P.M.

1. Call to Order
2. Roll call
3. Public Comment: Proposed levy
4. Adjourn levy hearing

Board Meeting: 7:00 P.M.

1. Call to Order
2. Roll call
3. Pledge of Allegiance
4. **Approve Consent Agenda** *(All items listed under the consent agenda are considered to be routine by the Board of Education and will be enacted by one motion. There will be no separate discussion of these unless a Board member or citizen so requests in which event the item will be removed from the Consent Agenda and considered individually.)*
 - 4.1 **Approve minutes of the November 8, 2007 regular board meeting and the November 26, 2007 special board meeting**
 - 4.2 **Approve payroll for January 4th, 2008**
 - 4.3 **Approve accounts payable for December 2007 per review by Mr. Kevin Glendenning**
5. **Report of the Superintendent:**
 - 5.1 **Konnections for Kids Elementary Counseling Grant Year 1 Survey Results**
 - 5.2 **Report on December 6, 2007 Interest Based Problem Solving Committee meeting**
6. **Notices and communications**
7. **Community Input:** *(This is the time when visitors may request to address the Board of Education on any item relating to the role and function of the Board of Education. When the Board President so directs, persons should stand, give their name and address and begin their statements. Persons are asked to refrain from making any personal comments regarding any individual. The Board President reserves the right to limit presentations to five minutes.)*
8. **Old Business**
 - 8.1 **Review/approve resolution for 2007 tax levy**
 - 8.2 **Review/approve process/resources to proceed with facility project**
9. **New Business:**
 - 9.1 **Review/discuss Meridian CUSD #223 position on Davis Junction modified annexation agreement with residential developers**
 - 9.2 **Review School Board Conference sessions**
 - 9.2 **Building tour for Highland School**
10. **Board Comments**
11. **Adjourn to Closed Session to Discuss: employment; salary schedules for one or more classes of employees; and semi-annual review of closed session minutes.**
12. **Reconvene in open session**
13. **Approve the minutes of the November 8, 2007 and November 26, 2007 Executive Sessions**
14. **Motions from executive session**
15. **Motion on the minutes of the Executive Sessions between July 2007 through November 2007**
16. **Adjourn**

Meridian Community Board Minutes
December 20, 2007
7:00 P.M.

Minutes of a Regular School Board Meeting of November 8, 2007

Call to Order and Roll Call

A regular meeting of the Board of Education of Meridian Community Unit School District #223 was called to order by President Ron Steenken at 7:00 p.m. in the Meridian District Board of Education Room located in the Meridian Junior High School. Members present: Bonne, Glendenning, Jagielski, Larson and Reeverts. Superintendent Prusator, Director of Business/HR Porter, Principals Coulahan, Davidson, Mandzen and Zurko, and Assistant Principal Showers were also present. The Pledge of Allegiance followed.

Consent Agenda

A motion was made by Jagielski, seconded by Bonne, to approve the consent agenda including the minutes of the October 25, 2007 board meeting; payroll of November 20th, 30th, and December 5th, 2007; and accounts payable for November 2007 per review by Mr. Jagielski. Ayes: Bonne, Glendenning, Jagielski, Larson, Reeverts and Steenken. Motion carried unanimously.

Superintendent's Report

Mr. Prusator stated that he had received conference materials for those board members attending the Annual School Board Joint Conference in Chicago on November 16-18, 2007. Mr. Prusator stated that he expects board members to receive a lot of good information at the conference once again this year.

Mr. Prusator announced that American Education Week is November 12-16, 2007. American Education Week is a way to recognize the work of everyone in our district. The week will start off with bagels/cream cheeses delivered to each building and the bus garage on Monday. Pens will be distributed during the week. He invited board members to the Thanksgiving meal on Thursday which is paid for by the SVEA and School District.

Building Principal Report

Building principal reports were available at board members' seats.

Notices and Communications

Mr. Prusator read an email from John Dotzel congratulating the district on their recent Bright Star Award.

Community Input

There was no Community Input.

Old Business

8.1 Presentation of School Improvement Plans for each building

Mr. Coulahan presented the 2007-2008 School Improvement Plan for Highland Grade School. He introduced team members including Pete Reilley, Courtney Jones, Sarah Lindwall, and Stephanie Haugh who all participated in the presentation.

Mr. Zurko presented the 2007-2008 School Improvement Plan for Monroe Center School. He introduced team members including Kathy Mandzen and Christa Papke who participated in the presentation. Kathy Benesh was also on the team, but could not attend the meeting.

Mr. Davidson presented the 2007-2008 School Improvement Plan for Meridian Junior High School. Members of the team also included Leslie Zoet, Tina Isaacs, Gary Viel and Mrs. Showers.

Mr. Mandzen presented the 2007-2008 School Improvement Plan for Stillman Valley High School. He stated the team consisted of Mr. Mandzen and five facilitators.

Board members thanked all of the principals and team members for their hard work and informative presentations.

8.2 Determination of the 2007 Tax Levy and Truth in Taxation Resolution; Levy hearing on Thursday, December 20, 2007; Highland School; 6:45 p.m.

Mr. Prusator reviewed several items relating to determining the levy and the Truth in Taxation resolution. The Levy hearing is scheduled for Thursday, December 20, 2007 at 6:45 p.m. at Highland Grade School.

Motion: A motion was made by Jagielski, seconded by Reeverts, to determine the 2007 tax levies, waive the reading of and approve the Truth in Taxation Resolution in accordance with the Truth in Taxation Law for tax year 2007. Ayes: Glendenning, Jagielski, Larson, Reeverts, Bonne and Steenken. Motion carried unanimously.

8.3 Review/update Facility Facilitator process and schedule date to interview candidates

Mr. Prusator stated that he received four responses for Requests for Qualifications. He briefly reviewed their backgrounds. Mr. Prusator and Mr. Steenken suggested that all four candidates should be interviewed. A special meeting to interview the candidates will be held on Monday, November 26, 2007 at 5:00 p.m.

New Business

9.1 Review "Supplemental Graphs: FY07 Audit"

Mr. Prusator presented the FY07 supplemental graphs and charts from information provided by the Fiscal Year 2007 audit. Mr. Prusator reviewed enrollment, revenue and expenditure history, fund balances and additional financial data.

Board Comments

Mr. Jagielski stated he attended the Fall Sports Awards. He stated it was good to hear that students were recognized for their academic achievements, as well as, their athletic achievements. Mr. Larson commented on the Webinar presentation sponsored by the U.S. Department of Labor/Employment and Training Administration.

Adjourn to executive session

A motion was made by Bonne, seconded by Reeverts, to adjourn to closed session to discuss employment, matters relating to individual students, and litigation. Ayes: Jagielski, Larson, Reeverts, Bonne, Glendenning and Steenken. Motion carried unanimously. Time: 9:39 p.m.

Reconvene in Open Session

A motion was made by Reeverts, seconded by Bonne, to return to open session. Motion carried unanimously. Time: 10:10 p.m.

Approve the minutes of the October 25, 2007 executive session

A motion was made by Glendenning, seconded by Bonne, to approve the minutes of the October 25, 2007 executive session. Motion carried unanimously.

Approve Personnel Report

A motion was made by Jagielski, seconded by Glendenning, to approve the personnel report including the **employment** of: Roni Oleson SVHS Spanish teacher (replacing D. Swanson at semester); Malinda Hurt, MC individual aide (replacing D. Hall); Mary Jean Hoffman, bus driver; transfer Brent Hall from head 6th grade girls basketball coach to head 7th grade girls basketball coach; Brenda Woolbright, 6th grade volleyball coach; and increase hours of Kristina Reed, MC special education aide. The personnel report included the **resignation** of Donna Hall, MC instructional aide. The personnel report also included the **maternity leave request** of Kristina Porter from October 25-January 7, 2008, MC special education teacher. Motion carried unanimously.

Motion from Closed Session

A motion was made by Glendenning, seconded by Jagielski, to approve the settlement agreement regarding student 2008-1 subject to terms and conditions discussed in closed session. Ayes: Glendenning, Jagielski, Larson, Reeverts, Bonne and Steenken. Motion carried unanimously.

Mr. Jagielski stated that he was appreciative of the administrative team providing employee recommendations to the School Board based specifically on qualifications, experience and performance in the interview process.

Adjourn

A motion was made by Reeverts, seconded by Bonne, to adjourn the meeting. Motion carried unanimously.

Respectfully submitted,
Donna Fruin, Secretary

Meridian Community Board Minutes
December 20, 2007
7:00 P.M.

Minutes of a Special School Board Meeting of November 26, 2007

Call to Order and Roll Call

A special meeting of the Board of Education of Meridian Community Unit School District #223 was called to order by President Ron Steenken at 5:00 p.m. in the Meridian District Board of Education Room located in the Meridian Junior High School. Members present: Bonne, Glendenning, Jagielski, King, and Reeverts. Superintendent Prusator and Director of Business/HR Porter were also present. The Pledge of Allegiance followed.

Mr. Larson arrived at 5:08 p.m.

Interview Candidates

The School Board interviewed four candidates who had responded to the Request for Qualifications for Facility Facilitator. Each candidate presented for approximately 30 minutes with 15 minutes allocated for questions from School Board members. After the interviews, the School Board discussed the attributes of each candidate. The School Board also discussed the merits of going through a process to determine a long term vision/strategic plan prior to focusing on the facility project. Mr. Steenken suggested that the School Board consider making a decision of proceeding at the regularly scheduled meeting on December 20, 2007.

Adjourn to closed session

A motion was made by Jagielski, seconded by Bonne, to adjourn to closed session to discuss employment. Ayes: Bonne, Glendenning, Jagielski, King, Larson, Reeverts and Steenken. Motion carried unanimously.

Reconvene in Open Session

A motion was made and seconded to return to open session. Motion carried unanimously.

Approve Personnel Report

A motion was made by King, seconded by Reeverts to employ Kim Glendenning as Director of Health Services. Ayes: Jagielski, King, Larson, Reeverts, Bonne and Steenken. Abstain: Glendenning. Motion carried.

A motion was made by Reeverts, seconded by Jagielski, to employ Jeff Sherman as Director of Transportation. Ayes: Jagielski, King, Larson, Reeverts, Bonne, Glendenning and Steenken. Motion carried unanimously.

Adjourn

A motion was made by Bonne, seconded by King, to adjourn the meeting. Motion carried unanimously.

Respectfully submitted,
Robert Prusator, Superintendent

Levy Hearing: 6:45 p.m.

Information

This item is placed on the agenda to provide time for the public hearing on the 2007 tax levies as required by Public Act 86-957.

The School Board determined the 2007 tax levies on November 8, 2007. Since the aggregate levy exceeded the 105% of the amount extended in 2006, Public Act 86-957 applies, commonly called the Truth in Taxation Act. Therefore a public notice was required and this public hearing. The notice of the public hearing was published in the Tempo on December 6, 2007.

Although the final determination of the district's tax rates won't be known until the spring of 2008, when the actual equalized assessed valuation (EAV) is available, a projection is attached assuming approximately a 10% increase in the district's EAV for 2007. The notice in the paper indicated an increase of 9.39% increase in taxes to be extended.

The purpose of the public hearing is to offer the Board and its citizens an opportunity to discuss the proposed tax levies. The Board president will convene the public hearing at 6:45 p.m., ask for citizen and School Board input and adjourn the public hearing. No School Board action is required. The agenda item to adopt the levy is 8.1 under Old Business.

Meridian CUSD #223

Tax Levy 2007 Information

The following "Questions and Answers" for taxpayers is, in part, a reprint of a feature article from the Illinois Association of School Boards News Service. It is very helpful in understanding the complex "tax levy" process.

What is a "tax levy"?

The tax levy represents the governmental unit's estimate of revenue required from the local taxing authority. In a school district's case, estimates of necessary expenditures and revenues are prepared in the budget process. The portion of revenue that the district requires from local property taxes is forwarded to the county clerk's office. This is called the "tax levy."

NOTE: Unfortunately due to time delays, the budget process completed in the months prior to the levy process is for a different fiscal year. In other words, the budget process completed in June/Sept. of 2007 is for revenue and expenditures for the FY08 year or for July 1, 2007 through June 30, 2008; while the "levy" process completed in Oct./Dec. of 2007 is for taxes levied on calendar year 2007 property, due and collected in June and September 2008 and distributed to the school district in July and September, 2008 for fiscal year 2009 (FY 09).

Does this mean that the school district can raise or lower my taxes at will?

No. Regardless of the amount of monies needed by the district, there are legal limits on the rates a district can ask for or extend. These rates can be increased **ONLY BY LOCAL VOTERS OR BY THE STATE LEGISLATURE**. In our school district, Meridian C.U.S.D. #223, the following tax rate limits apply per \$100 of equalized assessed valuation (EAV):

Education Fund:	\$2.78
Operation & Maintenance:	\$.50
Transportation Fund:	\$.20
Special Education Fund:	\$.04
Working Cash Fund:	\$.05

No matter what the need or levy, the above fund rates **CANNOT BE EXCEEDED WITHOUT VOTER APPROVAL.** Other fund tax rates can be levied higher or lower depending upon the need. These include: Tort Liability Fund; Illinois Municipal Retirement Fund; Bond and Interest Fund; and the Social Security and Medicaid Fund.

Can a district ever exceed the rates listed above in the Education, Operations & Maintenance, Transportation, Special Education, or Working Cash Funds?

Only if the local voters approve a higher rate in a referendum.

How is this tax rate used?

Your property has been assessed by the local assessor and verified by the State of Illinois. There is no intervention in this process by the school district. One-third of the value of all privately owned property within the boundaries of the school district is called the "Equalized Assessed Valuation" (EAV). The county clerk then multiplies these values by the tax rates in the various funds as provided by law. If the total dollars generated are less than the amounts requested, the clerk will stop at the legal rate limits. This amount - legal tax rates times EAV - is called the "tax extension," the amount charged the taxpayer.

The county clerk STOPS at the legal rate limit for each fund?

Yes. Even though the dollars the district will receive are less than it needs from local taxes, the tax rates will never exceed the legal limits. For example:

School district "A" budgets \$1,500,000 for expenditures in the Education Fund. \$1,000,000 of this must come from local sources. The tax "levy" would be \$1,000,000 for the Education Fund. If your property has a market value of \$60,000, the assessor would report its assessed value to the county clerk at \$20,000. Your taxes for School District "A" (if the Education Fund rate was \$2.78 / per \$100) would be $\$2.78 \times \$20,000$ divided by 100 (remember, the rate is per \$100) or \$556 at the most. If one-third of the total value of all private property (Equalized Assessed Valuation) were equal to \$30,000,000 in School District "A," the maximum dollars generated would be $(\$2.78 \times \$30,000,000 / 100)$ \$834,000. Since the district levied \$1,000,000 but the legal tax rate generated only \$834,000, the district will only get \$834,000.

Then, regardless of the tax levy, my tax RATES cannot be increased above the legal limits?

Not without voter approval.

Why levy more than you believe you will receive in the extension?

As the budget indicates, the district needs that amount of money even though it does not realistically believe it will receive it. Since the district cannot receive more than the legal limit tax rates times the Equalized Assessed Valuation of the district, it still must levy the amount needed to assure that it will get as much of the need it legally has due if there is an increase in assessed valuation. Say, for example, the assessor determined that the value of your property rose from \$60,000 to \$66,000 due to improvements. Your tax rate would not change, but you would owe more taxes - (now \$2.78 times \$22,000 not \$20,000 divided by 100) - \$611.60 vs. \$556 or a \$55.60 increase. If a significant increase, say a \$20,000,000 plant expansion, were to appear on the tax roles, then the district would receive these tax dollars (up to the levy request) **BECAUSE IT LEVIED WHAT IT NEEDED, NOT WHAT IT EXPECTED TO RECEIVE.**

Consent Agenda Items: 4.1; 4.2 and 4.3

Consent agenda items 4.1, 4.2, and 4.3 include approving the minutes of the regularly scheduled November 8, 2007 regular meeting; the minutes of the November 26, 2007 special board meeting; approving the January 4, 2008 payroll; and approving the December accounts payable per review by Mr. Kevin Glendenning

Agenda Item 5: Report of the Superintendent

1. *Konnections for Kids Elementary Counseling Grant Year 1 Survey Results* : As part of the Elementary Counseling Grant, a survey was conducted to determine and assess progress from the first year of the grant implementation. The focus of the survey was to review improvement in conflict resolution and decision making skills among students. Additionally, surveys were distributed to assess the increased knowledge regarding the role of developmental counseling among teachers, parents and community partners. A copy of the survey is available for review and is in the board packet.
2. *Report on December 6, 2007 Interest Based Problem Solving Committee meeting*: On December 6, 2007, a group of 14 teachers, board members and administrators met to begin the process of constructing a teacher evaluation instrument, which was an identified task from the summer negotiations.

Agenda Item 8.1: Review/approve resolution for 2007 tax levies

Information

This item is included on the agenda so that the School Board can adopt the resolution pertaining to the 2007 levy which will be filed with the Ogle and Winnebago County Clerks prior to the last Tuesday in December. An explanation of the levy was provided at the November 8, 2007 regularly scheduled School Board meeting. A hearing was scheduled for Thursday, December 20, 2007.

Recommendation

The Superintendent recommends approval of the 2007 tax levies as determined November 8, 2007 by the School Board.

Suggested Motion

Move to waive the reading of and approve the resolution providing for tax levies for the year 2007 in the amount of \$6,719,000.

**MERIDIAN CUSD #223
2007 Tax Levy**

December 20, 2007

RESOLUTION MAKING THE TAX LEVY FOR THE YEAR 2007

The Board of Education of Meridian CUSD #223, Ogle and Winnebago Counties, Illinois, took up the question of ascertaining as nearly as practical how much money must be raised by a special tax for Education; Operations and Maintenance, Transportation, Municipal Retirement, Social Security; Liability Insurance, Special Education, Fire Prevention and Safety, and Working Cash purposes for the coming year.

The Board of Education does hereby ascertain and determine that: the following sums be levied for the following funds for the coming year:

Education	\$4,700,000
Operation and Maintenance	\$850,000
Transportation	\$340,000
Illinois Municipal Retirement	\$215,000
Social Security	\$282,000
Leasing Purposes	\$0
Rental of Facilities Owned by State of Illinois	\$0
Fire Prevention, Safety, Environmental and Energy Conservation	\$82,000
Tort Immunity	\$165,000
Special Education	\$85,000
Working Cash	\$0
Total	\$6,719,000
Total with Bond and Interest	\$8,014,118

The aggregate amount of taxes (not including Bond and Interest) estimated to be levied for the year 2007 exceeds the taxes extended by the district in the year 2006 by 10.43%.

THEREFORE, BE IT RESOLVED that such amounts will be presented in the form and manner prescribed by the State of Illinois law.

_____ moved the adoption of the Resolution as read, and

_____ seconded the motion.

Members voting AYE: _____

Members voting NAY: _____

The motion having received a majority of the votes cast, the President thereupon declared the motion carried and the Resolution adopted.

Dated this 20th day of December, 2007.

Secretary, Board of Education, Meridian CUSD #223

Original: X
 Amended:

ILLINOIS STATE BOARD OF EDUCATION

School Business and Support Services Division
 100 North First Street
 Springfield, Illinois 62777-0001
 217/785-8779

CERTIFICATE OF TAX LEVY

A copy of this Certificate of Tax Levy shall be filed with the County Clerk of each county in which the school district is located on or before the last Tuesday of December.

District Name Meridian	District Number 223	County Ogle and Winnebago
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Amount of Levy

Educational	\$ 4,700,000	Fire Prevention & Safety *	\$ 82,000
Operations & Maintenance	\$ 850,000	Tort Immunity	\$ 165,000
Transportation	\$ 340,000	Special Education	\$ 85,000
Working Cash	\$ 0	Leasing	\$ 0
Municipal Retirement	\$ 215,000	Other	\$ 0
Social Security	\$ 282,000	Other	\$ 0
		Total Levy	\$ 6,719,000

* Includes Fire Prevention, Safety, Energy Conservation, Disabled Accessibility, School Security, and Specified Repair Purposes.

See explanation on reverse side.

Note: Any district proposing to adopt a levy must comply with the provisions set forth in the Truth in Taxation Law.

We hereby certify that we require:

the sum of 4,700,000 dollars to be levied as a special tax for educational purposes; and
 the sum of 850,000 dollars to be levied as a special tax for operations and maintenance purposes; and
 the sum of 340,000 dollars to be levied as a special tax for transportation purposes; and
 the sum of 0 dollars to be levied as a special tax for a working cash fund; and
 the sum of 215,000 dollars to be levied as a special tax for municipal retirement purposes; and
 the sum of 282,000 dollars to be levied as a special tax for social security purposes; and
 the sum of 82,000 dollars to be levied as a special tax for fire prevention, safety, energy conservation, disabled accessibility, school security and specified repair purposes; and
 the sum of 165,000 dollars to be levied as a special tax for tort immunity purposes; and
 the sum of 85,000 dollars to be levied as a special tax for special education purposes; and
 the sum of 0 dollars to be levied as a special tax for leasing of educational facilities or computer technology or both, and temporary relocation expense purposes; and
 the sum of 0 dollars to be levied as a special tax for _____; and
 the sum of 0 dollars to be levied as a special tax for _____
 on the taxable property of our school district for the year 2007.

Signed this 20th day of Dec 20 07. _____
 (President)

 (Clerk or Secretary of the School Board of Said School District)

When any school is authorized to issue bonds, the school board shall file a certified copy of the resolution in the office of the county clerk of each county in which the district is situated to provide for the issuance of the bonds and to levy a tax to pay for them. The county clerk shall extend the tax for bonds and interest as set forth in the certified copy of the resolution, each year during the life of the bond issue. Therefore to avoid a possible duplication of tax levies, the school board should not include a levy for bonds and interest in the district's annual tax levy.

Number of bond issues of said school district that have not been paid in full 4.

(Detach and Return to School District)

This is to certify that the Certificate of Tax Levy for School District No. 223, Ogle and Winnebago County, Illinois, on the equalized assessed value of all taxable property of said school district for the year 2007, was filed in the office of the County Clerk of this County on _____, 2007.

In addition to an extension of taxes authorized by levies made by the Board of Education (Directors), an additional extension(s) will be made, as authorized by resolution(s) on file in this office, to provide funds to retire bonds and pay interest thereon.

The total levy, as provided in the original resolution(s), for said purposes for the year _____, is \$ _____.

 (Signature of County Clerk)

 (Date)

 (County)

Agenda Item 8.2: Review approve process/resources to proceed with facility project

Information

This item is placed on the agenda to follow up on the process that was addressed on the November 26, 2007 special board meeting. Discussion following the interviews of four candidates responding to the facility facilitator request indicated that the School Board might consider utilizing Dr. Brad Hawk to assist the School Board in determining the Meridian School District's long term vision prior to continuing work on the facility project. The School Board also indicated an interest in utilizing the services of Franklin Hill, an educational planner, though the facility development/recommendation phase.

Recommendation

The superintendent recommends the Board approve utilizing Dr. Brad Hawk for the purpose of assisting the School Board in developing long term vision at a cost not to exceed \$3,000. The superintendent also recommends the School Board consider approval for utilizing the services of Franklin Hill for facility consultation at the fee indicated in his proposal. Additionally, the Board should consider a date to schedule a special board meeting for the purpose of working on the long term vision process. In the past, the School Board has utilized a Saturday morning format meeting from 8:00 a.m. to noon. The three Saturdays to consider are: January, 12; January 19 and January 26.

Suggested Motions

Motion to approve Dr. Brad Hawk to work as facilitator to work with district in establishing long range vision. Motion to approve Dr. Frank Hill to work with district as facilities consultant at fee described in proposal (this motion could also be made at a later board meeting closer to completion of the first phase, if desired). Motion to schedule a special board meeting date for the purpose of working on long range vision process.

MERIDIAN SCHOOL DISTRICT MASTER PLAN PROPOSAL

**207 West Main Street
Stillman Valley, Illinois 61084**

December 10, 2007

by

Franklin Hill, Ph.D.

Franklin Hill & Associates

Educational Facility Planning

6436 Lake Washington Blvd. NE, Suite 4

Kirkland, Washington 98033

(425) 466-5754

OVERVIEW

PROJECT UNDERSTANDING

The Meridian School District is a Pre-K through 12th grade public school system located outside of Rockford, Illinois. It has been undergoing modest enrollment growth over the last several years. As a result of this expanding enrollment, questions have arisen as to the educational adequacy and size appropriateness of the educational facilities.

Questions have included, but not been limited to, the following:

- Appropriate grade configuration
- Size and location of potential new school(s)
- Requirements for upgrading for new instructional technology
- Issues related to advanced science or tech prep education
- Cost implications
- Undertaking appropriate community involvement as part of the planning process.

Whereas the school district attempted to undertake some of the planning activities related to facility assessment, inability to reach clear consensus around a preferred educational/facility option slowed the total planning process. As a result, a scope of work was advertised to involve educational facility planning professionals in the process to better determine a consensus appropriate and affordable capital construction program.

THE MASTER PLAN PRODUCT

The facility master planning product is expected to include, but may not be limited to, the following three component parts.

COMPONENT 1—Exhibit Condition Summary: The existing condition summary is expected to address the following issues:

- Current school grade configuration
- Existing facility utilization
- Existing building capacities by grade level
- Review of enrollment data and assumptions related thereto
- Growth trends that may result from housing developments in the area
- Input from school board members related to educational/facility goals and objectives
- Other relevant information determined to be necessary as part of the existing condition summary

COMPONENT 2—Definition of Options: Various options will be developed based on information gathered in the following areas:

- Feedback from first on-site visitation
- Potential optional grade configurations
- Potential size and location of a 4th through 6th grade campus
- Remodeling requirements for remaining elementary schools
- Remodeling options for middle and high school facilities
- Evaluation of potential new high school
- Validity of converting the existing high school to a middle school
- Other concerns deemed important to the Board
- Preliminary cost estimates developed by Richard Johnson Architects

COMPONENT 3—Preferred Option(s): Utilizing workshops with the school board and a possible steering committee (to be determined), a preferred option(s) will be identified if possible and cost estimates developed by Johnson Architects related thereto.

PLANNING PROCESS

The planning process is outlined as part of the appendix to this contract proposal. It provides a summary of tasks to be distributed across four visitation trips. Each of the tasks to be accomplished is identified on a per visit basis.

- **Visit 1:** This visit primarily focuses on existing condition analysis
- **Visit 2:** This visit primarily focuses upon developing planning options
- **Visit 3:** This visit conducts workshop activities related to identifying a preferred option and working (one meeting) with a steering committee if deemed appropriate by the school district
- **Visit 4 (final visit):** This visit presents the preferred option to the school board and other appropriate person(s), as well as provides the opportunity for review and consensus by the steering committee.

DESIGN REVIEW ADDITIONAL FHA SERVICES

The Macro Level Master Plan provided under this scope of services is intended to provide a large scale general overview of facility conditions, options for remodeling and renovation, and estimated costs related thereto on a district-wide basis. It will not include detailed functional diagrams or schematic designs on a campus by campus basis.

Should the school district move forward with the master plan or a modification thereto, Franklin Hill & Associates would be pleased to provide building specific planning services related to micro level functional analysis and schematic design suggestions related to each campus. These could be provided on a per diem or fixed fee basis as deemed most appropriate by the Meridian School District.

ASSUMPTIONS

The following general assumptions were made in the preparation of this master plan proposal.

1. Educational administrative staff will be made available for meetings between the hours of 8:00 a.m. and 5:00 p.m. on weekdays commencing Monday through Friday as per the master plan schedule.
2. Franklin Hill & Associates retains copyright to all products, forms, and handouts produced under this agreement in a contractual fashion similar to the terms and conditions used in the standard form AIA contract related to architectural drawings and specifications.
3. The master plan will be for macro level functional considerations to include but not be limited to:
 - Recommendations for grade configuration
 - Suggested site locations
 - Optional remodeling scopes of work on a building by building basis
 - Estimated size requirements for any new construction (elementary or high school)
4. Cost estimates will be developed by Richard Johnson Architects of Rockford, Illinois. All final estimates will be the exclusive and sole responsibility of Richard Johnson Architects based on his local knowledge of the area, current economic conditions, and previous Illinois experience in school district design.
5. Whereas specific suggestions may be made regarding remodeling requirements on a school by school basis, they will be provided only if deemed appropriate at the time. Such information of a micro nature is usually conducted after the master plan has been completed and in response to the suggestions made therein. In short, a master plan addresses the big picture while building by building micro level planning is part of the specific design process.

USE OF THE DRAWINGS, MASTER PLANS, AND OTHER DOCUMENTS

This standard contract language is in compliance with the AIA contract and protects Franklin Hill & Associates from having these master plans reproduced and disseminated to other school districts in the region or used by other architectural firms for development of projects of a similar type without just professional compensation to Franklin Hill & Associates. It in no way restricts the use of the product within the Meridian public schools for educational purposes related thereto.

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Should additional facilities need to be constructed in the future, all Franklin Hill & Associates master plans may be reused exclusively within and by the Meridian public schools as necessary.

FEE PROPOSAL

Professional Fees: A summary of professional fees for services is outlined below. Billing will occur on a percentage completion basis as per the schedule.

- \$35,850 professional fees.

This is based upon an estimated 19-21 days on-site and 28-31 in-office days, including support staff time.

Reimbursable Expenses: Reimbursable expenses will include but not be limited to: copying, laser printing, covers, bindings, tabs, and mailing expenses, plus 3% of the professional fee to cover *in-house* color copies, graphic preparation, product assembly and mailing, and phone calls/faxes. Expenses also include travel, hotel, automobile, meals, etc.

- Estimated reimbursable expenses: \$4,650-\$6,500

Should additional meetings be required for community workshops or board presentations beyond the schedule identified, they will be billed to the client on the per diem rate below plus travel expenses associated therewith.

Hourly rates for services beyond the scope of this project are:

Principal \$1,500 per day on-site (with ½ day travel)

Principal \$800 per day in office
Principal \$110.00/hour
Graphics/Spreadsheet \$55.00/hour
Typing and Clerical \$40.00/hour

Mr. Bob Prusator
Superintendent Meridian School District
207 West Main Street
Stillman Valley, IL 61084

Date

Franklin Hill, Ph.D.
FRANKLIN HILL & ASSOCIATES, LLC
6436 Lake Washington Blvd. NE, Suite 4
Kirkland, WA 98033

Date

Agenda Item 9.2: Review Fall School Board Conference Sessions

Information

Ron would like to spend a few minutes reviewing information from some of the sessions he attended at the Fall School Board Conference. This is also a time for any other board member to share information/materials from the conference. This an informational item only.

Agenda Item 9.3: Building tour for Highland School

Information

The School Board is in the process of conducting tours of all of the district's facilities. The School Board toured the Meridian Junior High School on October 25, 2007. Because this meeting is held at Highland School, the School Board will conduct a tour of this building.

KONNECTIONS FOR KIDS
ELEMENTARY SCHOOL COUNSELING PROJECT

Report of
Year 1 Survey Results

December 6, 2007

Prepared for
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Introduction

In an effort to assess whether students at Monroe Center and Highland schools gained an understanding of conflict resolution, coping and decision making skills through incorporation of Second Step, surveys were developed and administered to students at the beginning (pre test) and end (post test) of school year 2005/06. Second Step is a violence prevention curriculum which addresses anger management, cooperation, respectful behavior and problem solving. Counselors trained all elementary teachers in Second Step principles in fall 2006 and then taught weekly lessons in each classroom beginning in the second quarter of the first project year. Pre and post tests were taken by students in grades one, two and three.

Surveys were also developed and administered to teachers, parents and Konnections for Kids partners to determine whether they increased their knowledge about the role of developmental counseling. Teacher surveys were distributed in school mailboxes with responses sent directly to the external evaluator in business reply envelopes. Parent surveys were given out and collected at PTO meetings, while partner surveys were completed at the September 2006 and May 2007 partner meetings. All surveys were anonymous.

Appendices include the frequency results for each question from pre and post tests of students, teachers, parents and partners.

Overall Results

Among students, first graders showed the most overall improvement in their understanding of coping, problem solving skills and social relationships. Second and third graders experienced some progress, although their pretest responses showed high levels of understanding, leaving less room for growth.

Teachers demonstrated a stronger knowledge of the developmental counseling model with gains taking place in the role of the counselor and conceptual basis of developmental counseling. Partners' pre and post test scores changed very little, although their pre test results were quite high. Insufficient pre and post test surveys were completed by parents to assess change.

All groups reported high levels of satisfaction with the Konnections for Kids program, exceeding 96% among students, parents and partners and 93% among teachers.

Key Findings

STUDENT KNOWLEDGE OF SKILLS IN THE PERSONAL/SOCIAL DOMAIN

Grade 1

First grade students produced higher post test than pre test scores on all ten questions measuring reactions to situations involving emotions and conflict. For seven questions, the increase ranged from four to seven percentage points, while two questions revealed much greater gains, exceeding 18 percentage points.

- In response to the question “what things make you happy?”, eight in ten (79.1%) first graders replied with the correct answer “birthday party, presents, reading a book” on the pre test, while nine in ten (89.0%) gave the correct response on the post test, a ten percentage point gain.
- Showing the biggest pre to post test improvement, almost two in three (64.1%) student respondents on the pretest said that they use belly breathing to calm themselves compared to 86.1% on the post test who said that they used that technique, a gain of more than 20 percentage points.
- About three in four (78.1%) first graders taking the post test said that one friend would feel hurt if another friend said their friendship should end, compared to 59.2% who responded with that answer on the pre test.
- Almost nine in ten (88.3%) post test takers knew that tears in someone’s eyes could signify sadness, a slight gain over the 81.5% who responded that way in the pre test.
- On the post test, practically all (94.9%) first graders knew friends share with each other, about four percentage points higher than pre test (90.8%) responses.
- In replying to the question “why is it wrong to lie?”, 91.7% of pre test takers and 97.1% of post test takers said that “it hurts people’s feelings.”
- On the pre test, nine in ten (90.1%) first graders gave the correct reply to “what should Nora do?” if she accidentally ripped someone else’s paper. The correct reply, which is admit action and apologize, was cited by almost all (97.1%) first grade students on the post test.
- The proper reaction if someone takes your toy is ask that person nicely to give it back according to 93.1% of first graders on the pre test, increasing to 97.1% on the post test.
- According to 91.7% of pre test takers, a person would be sad if she lost her cat, a response that rose to 97.8% of post test takers.
- A person would be excited to receive a new bike on his/her birthday said 92.7% of post test takers, compared to 87.1% of pre test takers.

Grade 2

While not demonstrating the same gains as first graders, second graders still produced higher post test than pre test scores on four questions, with the strongest improvement for knowing ways to calm oneself. Six questions produced very similar proportions for pre and post tests, with three of these having high levels, about 95% or higher, for both tests.

- About the same proportion of second graders acknowledged that you could experience two emotions at once on the pre (68.3%) and post test (67.2%).
- Two in three (68.1%) pre test takers said that ways to calm oneself include belly breathing, counting backwards and self talk. This proportion rose to 92.3% among post test takers.
- Almost nine in ten (88.0%) second graders agreed that one friend would feel hurt if another friend ended their friendship, compared to 78.3% who said so on the pre test.
- About the same proportions of second graders said that a smile on someone’s face indicated happiness on the pre (92.5%) and post (94.9%) tests.
- Friends treat each other with respect agreed 90.0% of pre test takers and 94.0% of post test takers.
- Similar proportions of pre and post test takers said that lying is wrong because it hurts people’s feelings (92.5%, pre; 94.0%, post).

- In confronting a problem, 61.9% of second graders taking the pre test said a person should think about different ways to solve the problem, improving to 73.5% on the post test, a greater improvement than took place for any other question among second graders.
- On both pre and post tests, most second graders said that if someone calls you a name, you tell them you do not like it (95.8%, pre test; 94.9%, post test), playing with someone at recess makes that person feel good (96.6%, pre test; 97.4%, post test), and the reaction to receiving a new bike is excitement (97.5%, pre test; 97.4%), post test).

Grade 3

Of the ten survey questions, six changed in wording or intent between the pre and post test so that results are not comparable. Questions in common between the pre and post test are discussed below.

- Almost nine in ten (88.8%) of third graders said that you could experience two emotions at once on the pre test, rising to 97.2% on the post test.
- On the pre test, nine in ten (91.0%) students responded that a person can calm himself/herself by belly breathing, counting backwards and self talk. That answer was indicated by practically all (97.9%) students on the post test.
- On the pre and post test, the same proportion (99.3%) of third graders said that a smile meant someone was happy, while a very similar proportion noted that being a friend means treating each other with respect (98.5%, pre test; 100.0%, post test).

TEACHER, PARENT AND PARTNER KNOWLEDGE ABOUT THE ROLE OF DEVELOPMENTAL COUNSELING

Pre and post tests using the same questions were administered to teachers, partners and parents. Of the 90 teachers and staff who were asked to complete pre and post tests, 55 (61%) returned pre tests and 23 (25.6%) returned post tests. On the pre test, 16 of the 21 partners completed surveys for a 76.2% response, while 11 of 22 (50%) of partners returned post tests. The number of parent respondents numbered seven on the pre test and six on the post test, a sample too small to make valid comparisons so that group's findings are not included here.

Teachers

- About one in three (34.5%) teachers indicated that the developmental counseling model consisted of the personal/social, academic/educational and career/vocational domains on the pre test, almost exactly the same as the post test (35.5%). For both tests, the most common reply, though incorrect, was personal, academic and social/emotional domains, a grouping that does not encompass the career and vocational aspects (58.2%, pre test; 58.1%, post test).
- Rising from 90.9% on the pre test to 100.0% on the post test, teachers said that the role of the counselor under the developmental model involves meeting with parents to identify learning styles, teaching study skills and motivating students to learn and achieve.
- Almost all teachers (96.4%, pre test; 96.9%, post test) said that the school counselor provides resources to students who need additional professional help.
- Showing improvement from the pre test (87.3%) and post test (96.9%), teachers said that, using the developmental model, a counselor understands the basic knowledge of classroom

management, understands and encourages a team approach with classroom teachers, and understands the concept and process of program evaluation.

- The same proportion of teachers on the pre (92.7%) and post test (93.8%) knew that school counselors are “mandated reporters” when they suspect child abuse.
- On the pre test, one in five (18.2%) teachers correctly replied that counselors do not use a core curriculum when meeting with individual students, rising to 28.1% on the post test.
- Eight in ten (81.8%) teachers completing the pre test said the counselor helps students develop and evaluate personal goals as well as educational and career plans, a proportion that rose slightly to 84.4% on the post test.
- On the pre test, the vast majority (98.1%) of teachers knew that counselors use crisis intervention, individual and group counseling in dealing with student needs, a reply that was indicated by all teachers on the post test.
- School counselors help both the students facing crisis situations and their families, according to 92.9% of pre test and 96.9% of post test teacher respondents.
- Three in four pre test (77.8%) and post test (78.1%) respondents said that all grades could use the developmental model.
- A question added to the post test survey asked whether teachers were satisfied with the Konnections for Kids elementary school counseling program. More than nine in ten (93.5%) replied that they were satisfied.
- One in three (34.4%) teacher respondents listed project aspects that they liked. Teachers said they appreciated the after school programming, Second Step and counselor availability.
- Numerous recommendations for the project’s second year were offered, although no single recommendation was made more than once. Verbatim comments are presented in Appendix G.

Partners

- A little more than half (53.3%) of partners indicated that the developmental counseling model consists of the personal/social, academic/educational and career/vocational on the pre test, jumping to 72.7% on the post test.
- On both pre and post tests, all partners indicated that the role of the counselor under the developmental model involves meeting with parents to identify learning styles, teaching study skills and motivating students to learn and achieve.
- All partners said that the school counselor provides resources to students who need additional professional help on the pre test, but 90.9% said so on the post test.
- Improving from the pre test (80%) to post test (100%), partners said that based on the developmental model, a counselor understands the basic knowledge of classroom management, understands and encourages a team approach with classroom teachers, and understands the concept and process of program evaluation.
- Most (93.8%) partners realized that school counselors are mandated reporters, according to pre test results, but the level fell to 81.8% on the post test.
- On the pre test, four in ten (40%) partners replied that counselors do not follow a core curriculum when working with individual students, increasing slightly to 45.5% on the post test.
- More than nine in ten (93.3%) pre test partner respondents indicated that the counselor helps students develop and evaluate personal goals as well as educational and career plans, dropping to 81.8% on the post test.

- Roughly the same proportion of partners on the pre (93.3%) and post (90.9%) knew that counselors use crisis intervention, individual and group counseling in dealing with student needs.
- School counselors help both the students facing crisis situations and their families, according to 93.3% of pre test and 90.9% of post test partner respondents.
- More than nine in ten partners said that all grades should use the developmental model, 92.9% on the pre test, and 90.9% on the post test
- All partners said they were satisfied with the Konnections for Kids elementary school counseling program, based on the post test results.

Appendix A

FIRST GRADE PRE AND POST TEST FREQUENCIES

Appendix A
PERSONAL/SOCIAL DOMAIN
FIRST GRADE PRE AND POST TEST FREQUENCIES

Teacher	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Williams	21	15.7%	15.7%	23	16.8%	16.8%
Foss	23	17.2%	17.2%	24	17.5%	17.5%
Martinez	22	16.4%	16.4%	24	17.5%	17.5%
Reiley	19	14.2%	14.2%	20	14.6%	14.6%
Cook	25	18.7%	18.7%	23	16.8%	16.8%
Welker	24	17.9%	17.9%	23	16.8%	16.8%
Total	134	100.0%	100.0%	137	100.0%	100.0%

1. What things might make you happy?

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Fighting with your brother or sister	12	9.0%	9.0%	6	4.4%	4.4%
Birthday party, presents, reading a book	106	79.1%	79.1%	121	88.3%	89.0%
Having to do chores instead of being able to play	16	11.9%	11.9%	9	6.6%	6.6%
No answer				1	0.7%	
Total	134	100.0%	100.0%	137	100.0%	100.0%

2. What is a way to calm yourself down?

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Belly breathing	84	62.7%	64.1%	118	86.1%	86.1%
Eat candy	36	26.9%	27.5%	14	10.2%	10.2%
Yell at people	1	0.7%	0.8%	1	0.7%	0.7%
Kick a wall	10	7.5%	7.6%	4	2.9%	2.9%
No answer	3	2.2%				
Total	134	100.0%	100.0%	137	100.0%	100.0%

3. Joshua told Tyler that he didn't want to be his friend anymore. Tyler felt:

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Bored	38	28.4%	29.2%	27	19.7%	19.7%
Hurt	77	57.5%	59.2%	107	78.1%	78.1%
Excited	7	5.2%	5.4%	2	1.5%	1.5%
Joyous	8	6.0%	6.2%	1	0.7%	0.7%
No answer	4	3.0%				
Total	134	100.0%	100.0%	137	100.0%	100.0%

4. Todd knew Cara was sad because:

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
She had tears in her eyes	106	79.1%	81.5%	121	88.3%	88.3%
She was clenching her teeth	4	3.0%	3.1%	5	3.6%	3.6%
Her eyes were narrowed and she was frowning	9	6.7%	6.9%	10	7.3%	7.3%
She had a smile on her face	11	8.2%	8.5%	1	0.7%	0.7%
No answer	4	3.0%				
Total	134	100.0%	100.0%	137	100.0%	100.0%

5. Being a friend means you:

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Share with each other	119	88.8%	90.8%	130	94.9%	94.9%
Call each other mean names	2	1.5%	1.5%	5	3.6%	3.6%
Lie to them	4	3.0%	3.1%	1	0.7%	0.7%
Not let them play with any other kids	6	4.5%	4.6%	1	0.7%	0.7%
No answer	3	2.2%				
Total	134	100.0%	100.0%	137	100.0%	100.0%

6. Why is it wrong to lie?

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Your parents will be proud of you if you lie	5	3.7%	3.8%	2	1.5%	1.5%
Kids will want to be your friend if you lie	6	4.5%	4.5%	2	1.5%	1.5%
It hurts people's feelings if you lie	121	90.3%	91.7%	133	97.1%	97.1%
No answer	2	1.5%				
Total	134	100.0%	100.0%	137	100.0%	100.0%

7. Nora accidentally ripped Angie's paper. What should Nora do?

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Tell Angie that someone else ripped the paper	3	2.2%	2.3%	1	0.7%	0.7%
Lie to Angie about ripping the paper	1	0.7%	0.8%	1	0.7%	0.7%
Tell Angie that she ripped the paper, but Angie should not be mad at her	9	6.7%	6.9%	2	1.5%	1.5%
Tell Angie that she ripped the paper and apologize for ripping the paper	118	88.1%	90.1%	133	97.1%	97.1%
No answer	3	2.2%				
Total	134	100.0%	100.0%	137	100.0%	100.0%

8. If someone takes your toy and will not give it back you should:

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Hit them	3	2.2%	2.3%	1	0.7%	0.7%
Yell at them	2	1.5%	1.5%	1	0.7%	0.7%
Take something of theirs	4	3.0%	3.1%	2	1.5%	1.5%
Ask them nicely to give back your toy	121	90.3%	93.1%	132	96.4%	97.1%
No answer	4	3.0%		1	0.7%	
Total	134	100.0%	100.0%	137	100.0%	100.0%

9. Shannon lost her cat. Shannon feels:

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Bored	3	2.2%	2.3%	1	0.7%	0.7%
Happy	6	4.5%	4.5%	1	0.7%	0.7%
Sad	122	91.0%	91.7%	133	97.1%	97.8%
Excited	2	1.5%	1.5%	1	0.7%	0.7%
No answer	1	0.7%		1	0.7%	
Total	134	100.0%	100.0%	137	100.0%	100.0%

10. Susie got a new bike for her birthday. She feels:

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Angry	8	6.0%	6.1%	3	2.2%	2.2%
Excited	115	85.8%	87.1%	127	92.7%	92.7%
Enraged	5	3.7%	3.8%	4	2.9%	2.9%
Bored	4	3.0%	3.0%	3	2.2%	2.2%
No answer	2	1.5%				
Total	134	100.0%	100.0%	137	100.0%	100.0%

11. Overall were you satisfied with Konnections For Kids elementary counseling program?
(Post test only.)

Response	Post Test		
	Number	Percent	Valid Percent
Yes	134	97.8%	97.8%
No	3	2.2%	2.2%
Total	137	100.0%	100.0%

PERSONAL/SOCIAL GOAL FORM

1. On a day-to-day basis, how do you most often feel?

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Zip zag smile	8	6.0%	6.0%	4	2.9%	2.9%
Frown	11	8.2%	8.2%	13	9.5%	9.5%
Smile	97	72.4%	72.4%	109	79.6%	79.6%
No emotion	14	10.4%	10.4%	10	7.3%	7.3%
Surprise	4	3.0%	3.0%	1	7.0%	0.7%
Total	134	100.0%	100.0%	137	100.0%	100.0%

2. Name 2 positive things about yourself.

3. Name 2 things you do to make yourself feel healthy.

4. Which of these pictures show a responsible child?

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Feeding the dog	95	70.9%	74.8%	123	89.8%	92.5%
Shoving	1	0.7%	0.8%	2	1.5%	1.5%
Shouting	1	0.7%	0.8%			
Sweeping	6	4.5%	4.7%	8	5.8%	6.0%
Feeding the dog and sweeping	23	17.2%	18.1%			
Other	1	0.7%	0.8%			
Missing	7	5.2%		4	2.9%	
Total	134	100.0%	100.0%	137	100.0%	100.0%

5. Which of the following would not help you make a friend?

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Help sweeping				2	1.5%	1.5%
Smile	1	0.7%	0.8%			
Chat with	2	1.5%	1.5%			
Shove	129	96.3%	97.7%	134	97.8%	98.5%
No answer	2	1.5%		1	0.7%	
Total	134	100.0%	100.0%	137	100.0%	100.0%

6. Give one reason why listening is important.

7. Why are some decisions made for you by others?

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Because some people have more information than us	74	55.2%	58.3%	99	72.3%	73.3%
Because some people like to be bossy	11	8.2%	8.7%	10	7.3%	7.4%
Because some people like to show off	13	9.7%	10.2%	5	3.6%	3.7%
Because some people like to have all the power	29	21.6%	22.8%	21	15.3%	15.6%
Missing	7	5.2%		2	1.5%	
Total	134	100.0%	100.5%	137	100.0%	100.0%

Appendix B

SECOND GRADE PRE AND POST TEST FREQUENCIES

Appendix B
PERSONAL/SOCIAL DOMAIN
SECOND GRADE PRE AND POST TEST FREQUENCIES

Teacher	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Eisele	18	15.0%	15.0%	23	19.7%	19.7%
Metcalf	21	17.5%	17.5%	22	18.8%	18.8%
Ledger	20	16.7%	16.7%	22	18.8%	18.8%
Griffith	20	16.7%	16.7%	15	12.8%	12.8%
Akey	22	18.3%	18.3%	17	14.5%	14.5%
Simmering	19	15.8%	15.8%	18	15.4%	15.4%
Total	120	100.0%	100.0%	117	100.0%	100.0%

1. Can you experience two different feelings at once?

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Yes	82	68.3%	68.3%	78	66.7%	67.2%
No	38	31.7%	31.7%	38	32.5%	32.8%
No answer				1	0.9%	
Total	120	100.0%	100.0%	117	100.0%	100.0%

2. What is a way to calm yourself down?

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Belly breathing, counting backwards from 10, and self talk	81	67.5%	68.1%	108	92.3%	92.3%
Belly breathing, eating junk food, and self talk	16	13.3%	13.4%	3	2.6%	2.6%
Self talk, yelling at people and reading	7	5.8%	5.9%	3	2.6%	2.6%
Reading a book, belly breathing, and kicking a wall	15	12.5%	12.6%	3	2.6%	2.6%
No answer	1	0.8%				
Total	120	100.0%	100.0%	117	100.0%	100.0%

3. Joshua told Tyler that he didn't want to be his friend anymore. Tyler felt:

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Bored	15	12.5%	12.5%	9	7.7%	7.7%
Hurt	94	78.3%	78.3%	103	88.0%	88.0%
Excited	3	2.5%	2.5%	1	0.9%	0.9%
Joyous	8	6.7%	6.7%	4	3.4%	3.4%
Total	120	100.0%	100.0%	117	100.0%	100.0%

4. Todd knew Cara was happy because:

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
She had her fists clenched	6	5.0%	5.0%	2	1.7%	1.7%
She was clenching her teeth	2	1.7%	1.7%	2	1.7%	1.7%
Her eyes were narrowed and she was frowning	1	0.8%	0.8%	2	1.7%	1.7%
She had a smile on her face	111	92.5%	92.5%	111	94.9%	94.9%
Total	120	100.0%	100.0%	117	100.0%	100.0%

5. Being a friend means you:

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Treat each other with respect	108	90.0%	90.0%	109	93.2%	94.0%
Talk about the person behind their back	3	2.5%	2.5%	2	1.7%	1.7%
Break your promises to them	1	0.8%	0.8%	1	0.9%	0.9%
Not let them play with any other kids	8	6.7%	6.7%	4	3.4%	3.4%
No answer				1	0.9%	
Total	120	100.0%	100.0%	117	100.0%	100.0%

6. Why is it wrong to lie?

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
You will be popular	4	3.3%	3.3%	2	1.7%	1.7%
You will make lots of friends	4	3.3%	3.3%	2	1.7%	1.7%
Your parents will be proud	1	0.8%	0.8%	3	2.6%	2.6%
It hurts people's feelings	111	92.5%	92.5%	100	94.0%	94.0%
Total	120	100.0%	100.0%	117	100.0%	100.0%

7. When you are solving a problem you should:

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Figure out the problem and then have an adult solve it for you	27	22.5%	22.9%	16	13.7%	13.7%
Sit quietly and hope that someone else solves the problem	2	1.7%	1.7%	3	2.6%	2.6%
Think about what the problem is and different ways you can solve it	73	60.8%	61.9%	86	73.5%	73.5%
Just ignore it and it will go away	16	13.3%	13.6%	12	10.3%	10.3%
No answer	2	1.7%				
Total	120	100.0%	100.0%	117	100.0%	100.0%

8. If someone calls you a name you should?

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Call them a name back	1	0.8%	0.8%	3	2.6%	2.6%
Hit them	4	3.3%	3.4%	3	2.6%	2.6%
Tell them you do not like it when they call you a name	114	95.0%	95.8%	111	94.9%	94.9%
No answer	1	0.8%				
Total	120	100.0%	100.0%	117	100.0%	100.0%

9. What would make someone feel good?

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Yelling at them	4	3.3%	3.4%	1	0.9%	0.9%
Playing with them at recess	114	95.0%	96.6%	112	95.7%	97.4%
Taking their favorite toy	0	0.0%	0.0%	2	1.7%	1.7%
Not talking to them	0	0.0%	0.0%	0	0.0%	0.0%
No answer	2	1.7%		2	1.7%	
Total	120	100.0%	100.0%	117	100.0%	100.0%

10. Tyler got a new bike for his birthday. He feels:

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Excited	116	96.7%	97.5%	114	97.4%	97.4%
Angry	2	1.7%	1.7%	1	0.9%	0.9%
Sad	1	0.8%	0.8%	1	0.9%	0.9%
Bored	0	0.0%	0.0%	1	0.9%	0.9%
No answer	1	0.8%		0	0.0%	
Total	120	100.0%	100.0%	117	100.0%	100.0%

11. Overall were you satisfied with Konnections For Kids elementary counseling program?
(Post test only.)

Response	Post Test		
	Number	Percent	Valid Percent
Yes	112	95.7%	96.6%
No	4	3.4%	3.4%
No answer	1	0.9%	
Total	117	100.0%	100.0%

PERSONAL/SOCIAL GOAL FORM

1. On a day-to-day basis, how do you most often feel?

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Zip zag smile	7	5.8%	5.9%	5	4.3%	4.3%
Frown	8	6.7%	6.7%	3	2.6%	2.6%
Smile	80	66.7%	67.2%	82	70.1%	70.1%
No emotion	23	19.2%	19.3%	27	23.1%	23.1%
Surprise	1	0.8%	0.8%	0	0.0%	0.0%
No answer	1	0.8%				
Total	120	100.0%	100.0%	117	100.0%	100.0%

2. Name 2 positive things about yourself.

3. Name 2 things you do to make yourself feel healthy.

4. Which of these pictures show a responsible child?

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Feeding the dog	73	60.8%	61.3%	108	92.3%	92.3%
Shoving	3	2.5%	2.5%	2	1.7%	1.7%
Shouting	0	0.0%	0.0%	0	0.0%	0.0%
Sweeping	3	2.5%	2.5%	4	3.4%	3.4%
Feeding the dog and sweeping	37	30.8%	31.1%	3	2.6%	2.6%
Other combination	3	2.5%	2.5%	0	0.0%	0.0%
Missing	1	0.8%		0	0.0%	
Total	120	100.0%	100.0%	117	100.0%	100.0%

5. Which of the following would not help you make a friend?

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Help sweeping	2	1.7%	1.7%	0	0.0%	0.0%
Smile	0	0.0%	0.0%	1	0.9%	0.9%
Chat with	4	3.3%	3.4%	0	0.0%	0.0%
Shove	113	94.2%	95.0%	115	98.3%	99.1%
No answer	1	0.8%		1	0.9%	
Total	120	100.0%	100.0%	117	100.0%	100.0%

6. Give one reason why listening is important.

7. Why are some decisions made for you by others?

Response	Pretest			Post Test		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Because some people have more information than us	71	59.2%	61.2%	91	77.8%	78.4%
Because some people like to be bossy	21	17.5%	18.1%	11	9.4%	9.5%
Because some people like to show off	8	6.7%	6.9%	2	1.7%	1.7%
Because some people like to have all the power	16	13.3%	13.8%	12	10.3%	10.3%
Missing	4	3.3%		1	0.9%	
Total	120	100.0%	100.0%	117	100.0%	100.0%

Appendix C

THIRD GRADE PRETEST FREQUENCIES

Appendix C
PERSONAL/SOCIAL DOMAIN
THIRD GRADE PRE TEST FREQUENCIES

Teacher	Pretest		
	Number	Percent	Valid Percent
Bartlett	16	11.9%	11.9%
Dundas	19	14.2%	14.2%
Green	20	14.9%	14.9%
Mandzen	20	14.9%	14.9%
Thibodeau	18	13.4%	13.4%
Tompkins	20	14.9%	14.9%
Tucker	21	15.7%	15.7%
Total	134	100.0%	100.0%

1. Can you experience two different feelings at once?

Response	Pretest		
	Number	Percent	Valid Percent
Yes	119	88.8%	88.8%
No	15	11.2%	11.2%
Total	134	100.0%	100.0%

2. What is a way to calm yourself down?

Response	Pretest		
	Number	Percent	Valid Percent
Belly breathing, counting backwards from 10, and self talk	122	91.0%	91.0%
Belly breathing, eating junk food, and self talk	5	3.7%	3.7%
Self talk, yelling at people and reading	0	0.0%	0.0%
Reading a book, belly breathing, and kicking a wall	7	5.2%	5.2%
Total	134	100.0%	100.0%

3. Joshua told Tyler that he didn't want to be his friend anymore. Tyler felt:

Response	Pretest		
	Number	Percent	Valid Percent
Bored and happy	2	1.5%	1.5%
Hurt and angry	131	97.8%	97.8%
Excited and happy	0	0.0%	0.0%
Joyous and tired	1	0.7%	0.7%
Total	134	100.0%	100.0%

4. Todd knew Cara was happy because:

Response	Pretest		
	Number	Percent	Valid Percent
She had her fists clenched	0	0.0%	0.0%
She was clenching her teeth	0	0.0%	0.0%
Her eyes were narrowed and she was frowning	1	0.7%	0.7%
She had a smile on her face	133	99.3%	99.3%
Total	134	100.0%	100.0%

5. Being a friend means you:

Response	Pretest		
	Number	Percent	Valid Percent
Not let them play with any other kids	0	0.0%	0.0%
Talk about the person behind their back	1	0.7%	0.7%
Break your promises to them	1	0.7%	0.7%
Treat each other with respect	132	98.5%	98.5%
Total	134	100.0%	100.0%

6. Why is it wrong to lie?

Response	Pretest		
	Number	Percent	Valid Percent
It will make you popular	0	0.0%	0.0%
It is disrespectful	130	97.0%	97.0%
Your parents will know it is part of just being a kid	4	3.0%	3.0%
Total	134	100.0%	100.0%

7. When you are solving a problem you should:

Response	Pretest		
	Number	Percent	Valid Percent
Figure out the problem and then have an adult solve it for you	6	4.5%	4.5%
Figure out the problem, think of solutions and try each solution until you solve the problem	120	89.6%	89.6%
Figure out whose fault it is and then try to solve the problem	8	6.0%	6.0%
Total	134	100.0%	100.0%

8. If you are being bullied you should:

Response	Pretest		
	Number	Percent	Valid Percent
Fight back	5	3.7%	3.7%
Stand up for yourself and tell an adult	116	86.6%	86.6%
Get a group of friends and go after the bully	7	5.2%	5.2%
Pick on the bully so they know what it feels like	6	4.5%	4.5%
Total	134	100.0%	100.0%

9. What is self respect?

Response	Pretest		
	Number	Percent	Valid Percent
Showing value towards yourself	38	28.4%	28.4%
Saying please and thank you	66	49.3%	49.3%
Calling yourself names before others can	4	3.0%	3.0%
Raising your hand in class	26	19.4%	19.4%
Total	134	100.0%	100.0%

10. If Jason lied to Nora, Nora might feel

Response	Pretest		
	Number	Percent	Valid Percent
Bored	1	7.0%	0.7%
Happy	1	7.0%	0.7%
Excited	2	1.5%	1.5%
Disrespected	130	97.0%	97.0%
Total	134	100.0%	100.0%

Appendix D

THIRD GRADE POST TEST FREQUENCIES

Appendix D
PERSONAL/SOCIAL DOMAIN
THIRD GRADE POST TEST FREQUENCIES

Teacher	Post Test		
	Number	Percent	Valid Percent
Bartlett	19	13.4%	13.4%
Dundas	20	14.1%	14.1%
Green	19	13.4%	13.4%
Mandzen	21	14.8%	14.8%
Thibodeau	19	13.4%	13.4%
Tompkins	22	15.5%	15.5%
Tucker	22	15.5%	15.5%
Total	142	100.0%	100.0%

1. Can you experience two different feelings at once?

Response	Post Test		
	Number	Percent	Valid Percent
Yes	138	97.2%	97.2%
No	4	2.8%	2.8%
Total	142	100.0%	100.0%

2. What is a way to calm yourself down?

Response	Post Test		
	Number	Percent	Valid Percent
Belly breathing, counting backwards from 10, and self talk	139	97.9%	97.9%
Belly breathing, eating junk food, and self talk	2	1.4%	1.4%
Self talk, yelling at people and reading	0	0.0%	0.0%
Reading a book, belly breathing, and kicking a wall	1	0.7%	0.7%
Total	142	100.0%	100.0%

3. Joshua told Tyler that he didn't want to be his friend anymore. Tyler felt:

Response	Post Test		
	Number	Percent	Valid Percent
Bored	2	1.4%	1.4%
Hurt	138	97.2%	97.2%
Excited	0	0.0%	0.0%
Joyous	2	1.4%	1.4%
Total	142	100.0%	100.0%

4. Todd knew Cara was happy because:

Response	Post Test		
	Number	Percent	Valid Percent
She had a smile on her face	141	99.3%	99.3%
She was clenching her teeth	1	0.7%	0.0%
Her eyes were narrowed and she was frowning	0	0.0%	
She had her fists clenched	0	0.0%	
Total	142	100.0%	100.0%

5. Being a friend means you:

Response	Post Test		
	Number	Percent	Valid Percent
Treat each other with respect	142	100.0%	100.0%
Talk about the person behind their back	0	0.0%	0.0%
Break your promises to them	0	0.0%	0.0%
Not let them play with any other kids	0	0.0%	0.0%
Total	142	100.0%	100.0%

6. Why is it wrong to lie?

Response	Post Test		
	Number	Percent	Valid Percent
It hurts people's feelings if you lie	140	98.6%	98.6%
Kids will want to be your friend if you lie	2	1.4%	1.4%
Your parents will be proud of you if you live	0	0.0%	0.0%
Total	142	100.0%	100.0%

7. When you are solving a problem you should:

Response	Post Test		
	Number	Percent	Valid Percent
Figure out the problem and then have an adult solve it for you	76	53.5%	53.5%
Sit quietly and look at the person talking	53	37.3%	37.3%
Play in your desk	0	0.0%	0.0%
Talk to your neighbor	13	9.2%	9.2%
Total	142	100.0%	100.0%

8. Tyler got a new bike for his birthday. He feels:

Response	Post Test		
	Number	Percent	Valid Percent
Excited	142	100.0%	100.0%
Angry	0	0.0%	0.0%
Sad	0	0.0%	0.0%
Bored	0	0.0%	0.0%
Total	142	100.0%	100.0%

9. What would make someone feel good?

Response	Post Test		
	Number	Percent	Valid Percent
Yelling at them	3	2.1%	2.1%
Playing with them at recess	139	97.9%	97.9%
Taking their favorite toy	0	0.0%	0.0%
Not talking to them	0	0.0%	0.0%
Total	142	100.0%	100.0%

8. If someone calls you a name you should?

Response	Post Test		
	Number	Percent	Valid Percent
Call them a name back	1	0.7%	0.7%
Hit them	2	1.4%	1.4%
Tell them you do not like it when they call you a name	139	97.9%	97.9%
Total	142	100.0%	100.0%

11. Overall were you satisfied with Konnections For Kids elementary counseling program?
(Post test only.)

Response	Post Test		
	Number	Percent	Valid Percent
Yes	138	97.2%	97.9%
No	3	2.1%	2.1%
No answer	1	0.7%	
Total	142	100.0%	100.0%

Appendix E

TEACHERS, PARENTS, AND PARTNERS PRETEST FREQUENCIES

Appendix E
TEACHERS, PARENTS, AND PARTNERS
PRETEST

1. What are the three domains of the developmental counseling model?

Response	Pretest								
	Teacher			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Personal, academic, social/emotional	32	58.2%	58.2%	6	37.5%	40.0%	2	28.6%	28.6%
Personal/social, academic/educational, career/vocational	19	34.5%	34.5%	8	50.0%	53.3%	4	57.1%	57.1%
Academic/college preparation, career/vocational, emotional/intelligence	1	1.8%	1.8%	0	0.0%	0.0%	1	14.3%	14.3%
Career/vocational, personal/emotional, academic/intelligence	3	5.5%	5.5%	1	6.3%	6.7%	0	0.0%	
Total	55	100.0%	100.0%	16	100.0%	100.0%	7	100.0%	100.0%

2. Please mark the statement below that is the role of the counselor using the developmental model.

Response	Pretest								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Monitoring testing	3	5.5%	5.5%	0	0.0%	0.0%	0	0.0%	0.0%
Meets with parents to identify learning styles, maximize learning, teaches study skills, and motivates students to learn and achieve	50	90.9%	90.9%	15	93.8%	100.0%	7	100.0%	100.0%
Develop student schedules	1	1.8%	1.8%	0	0.0%	0.0%	0	0.0%	0.0%
Monitor lunch and recess	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Other or more than one response	1	1.8%	1.8%	0	0.0%	0.0%	0	0.0%	0.0%
No answer	0	0.0%	0.0%	1	6.3%		0	0.0%	
Total	55	100.0%	100.0%	16	100.0%	100.0%	7	100.0%	100.0%

3. Please answer true or false. Under the developmental counseling model the school counselor will provide resources to students who are in need of additional professional help.

Response	Pretest								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
True	53	96.4%	96.4%	15	93.8%	100.0%	6	85.7%	85.7%
False	2	3.6%	3.6%	0	0.0%	0.0%	1	14.3%	14.3%
No answer	0	0.0%		1	6.3%		0	0.0%	
Total	55	100.0%	100.0%	16	100.0%	100.0%	7	100.0%	100.0%

4. Please answer the statement below that is the role of the counselor using the developmental model.

Response	Pretest								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Understands basic knowledge of classroom management	0	0.0%	0.0%	1	6.3%	6.7%	0	0.0%	0.0%
Understands and encourages a team approach with classroom teachers	7	12.7%	12.7%	1	6.3%	6.7%	1	14.3%	14.3%
Understands the concept and progress of program evaluation	0	0.0%	0.0%	1	6.3%	6.7%	0	0.0%	0.0%
All of the above	48	87.3%	87.3%	12	75.0%	80.0%	6	85.7%	85.7%
No answer	0	0.0%		1	6.3%		0	0.0%	
Total	55	100.0%	100.0%	16	100.0%	100.0%	7	100.0%	100.0%

5. Please answer true or false. The school counselors are mandated reporters.

Response	Pretest								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
True	51	92.7%	92.7%	15	93.8%	93.8%	5	71.4%	71.4%
False	4	7.3%	7.3%	1	6.3%	6.3%	2	28.6%	28.6%
Total	55	100.0%	100.0%	16	100.0%	100.0%	7	100.0%	100.0%

6. Please answer true or false. Under the developmental counseling model, counselors have a core curriculum they use when they meet with students on an individual basis.

Response	Pretest								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
True	45	81.8%	81.8%	9	56.3%	60.0%	6	85.7%	85.7%
False	10	18.2%	18.2%	6	37.5%	40.0%	1	14.3%	14.3%
No answer	0	0.0%		1	6.3%		0	0.0%	
Total	55	100.0%	100.0%	16	100.0%	100.0%	7	100.0%	100.0%

7. Please mark the statement below that is the role of the counselor using the developmental model.

Response	Pretest								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Conduct testing	2	3.6%	3.6%	0	0.0%	0.0%	1	14.3%	14.3%
Help students with school fund raising	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Help students develop and evaluate personal goals, educational and career plans.	45	81.8%	81.8%	14	87.5%	93.3%	6	85.7%	100.0%
All of the above	8	14.5%	14.5%	1	6.3%	6.7%	0	0.0%	0.0%
No answer	0	0.0%		1	6.3%	6.7%	0	0.0%	
Total	55	100.0%	100.0%	16	100.0%	100.0%	7	100.0%	100.0%

8. Please mark the statement below that is an example of a responsive service that a counselor might use.

Response	Pretest								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Crisis intervention	1	1.8%	1.9%	1	6.3%	6.7%	0	0.0%	0.0%
Individual counseling	0	0.0%	0.0%	0	0.0%	0.0%	1	14.3%	14.3%
Group counseling	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
All of the above	53	96.4%	98.1%	14	87.5%	93.3%	6	85.7%	85.7%
No answer	1	1.8%		1	6.3%		0	0.0%	
Total	55	100.0%	100.0%	16	100.0%	100.0%	7	100.0%	100.0%

9. Please answer true or false. School counselors help both the student and their families that are facing crisis situations.

Response	Pretest								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
True	50	90.9%	92.6%	14	87.5%	93.3%	7	100.0%	100.0%
False	4	7.3%	7.4%	1	6.3%	6.7%	0	0.0%	0.0%
No answer	1	1.8%		1	6.3%		0	0.0%	
Total	55	100.0%	100.0%	16	100.0%	100.0%	7	100.0%	100.0%

10. Please mark the statement below that best answers the question. Which grades should be using the developmental counseling model?

Response	Pretest								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
First through fourth grade	1	1.8%	1.9%	0	0.0%	0.0%	0	0.0%	0.0%
Third, fourth and fifth grade	1	1.8%	1.9%	0	0.0%	0.0%	0	0.0%	0.0%
All grades	42	76.4%	77.8%	13	81.3%	92.9%	5	71.4%	71.4%
Kindergarten through eighth grade	10	18.2%	18.5%	1	6.3%	7.1%	2	28.6%	28.6%
No answer	1	1.8%		2	12.5%		0	0.0%	
Total	55	100.0%	100.0%	16	100.0%	100.0%	7	100.0%	100.0%

Appendix F

TEACHERS, PARENTS, AND PARTNERS POST TEST FREQUENCIES

Appendix F
TEACHERS, PARENTS, AND PARTNERS
POST TEST FREQUENCIES

1. What are the three domains of the developmental counseling model?

Response	Post Test								
	Teacher			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Personal, academic, social/emotional	18	56.3%	58.1%	0	0.0%	0.0%	1	20.0%	20.0%
Personal/social, academic/educational, career/vocational	11	34.4%	35.5%	8	72.7%	72.7%	3	60.0%	60.0%
Academic/college preparation, career/vocational, emotional/intelligence	2	6.3%	6.5%	0	0.0%	0.0%	0	0.0%	0.0%
Career/vocational, personal/emotional, academic/intelligence	0	0.0%	0.0%	3	27.3%	27.3%	1	20.0%	20.0%
No answer	1	3.1%		0	0.0%		0	0.0%	
Total	32	100.0%	100.0%	11	100.0%	100.0%	5	100.0%	100.0%

2. Please mark the statement below that is the role of the counselor using the developmental model.

Response	Post Test								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Monitoring testing	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Meets with parents to identify learning styles, maximize learning, teaches study skills, and motivates students to learn and achieve	32	100.0%	100.0%	11	100.0%	100.0%	5	100.0%	100.0%
Develop student schedules	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Monitor lunch and recess	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Total	32	100.0%	100.0%	11	100.0%	100.0%	5	100.0%	100.0%

3. Please answer true or false. Under the developmental counseling model the school counselor will provide resources to students who are in need of additional professional help.

Response	Post Test								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
True	31	96.9%	96.9%	10	90.9%	90.9%	4	80.0%	80.0%
False	1	3.1%	3.1%	1	9.1%	9.1%	1	20.0%	20.0%
Total	31	31.0%	100.0%	11	100.0%	100.0%	5	100.0%	100.0%

4. Please answer the statement below that is the role of the counselor using the developmental model.

Response	Post Test								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Understands basic knowledge of classroom management	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Understands and encourages a team approach with classroom teachers	1	3.1%	3.1%	0	0.0%	0.0%	0	0.0%	0.0%
Understands the concept and progress of program evaluation	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
All of the above	31	96.9%	96.9%	11	100.0%	100.0%	5	100.0%	100.0%
Total	32	100.0%	100.0%	11	100.0%	100.0%	5	100.0%	100.0%

5. Please answer true or false. The school counselors are mandated reporters.

Response	Post Test								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
True	30	93.8%	93.8%	9	81.8%	81.8%	5	100.0%	100.0%
False	2	6.3%	6.3%	2	18.2%	18.2%	0	0.0%	0.0%
Total	32	100.0%	100.0%	11	100.0%	100.0%	5	100.0%	100.0%

6. Please answer true or false. Under the developmental counseling model, counselors have a core curriculum they use when they meet with students on an individual basis.

Response	Post Test								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
True	23	71.9%	71.9%	6	54.5%	54.5%	2	40.0%	40.0%
False	9	28.1%	28.1%	5	45.5%	45.5%	3	60.0%	60.0%
Total	32	100.0%	100.0%	11	100.0%	100.0%	5	100.0%	100.0%

7. Please mark the statement below that is the role of the counselor using the developmental model.

Response	Post Test								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Conduct testing	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Help students with school fund raising	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Help students develop and evaluate personal goals, educational and career plans.	27	84.4%	84.4%	9	81.8%	81.8%	4	80.0%	80.0%
All of the above	5	15.6%	15.6%	2	18.2%	18.2%	1	20.0%	20.0%
Total	32	100.0%	100.0%	11	100.0%	100.0%	5	100.0%	100.0%

8. Please mark the statement below that is an example of a responsive service that a counselor might use.

Response	Post Test								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Crisis intervention	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Individual counseling	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Group counseling	0	0.0%	0.0%	1	9.1%	9.1%	0	0.0%	0.0%
All of the above	32	100.0%	100.0%	10	90.9%	90.9%	5	100.0%	100.0%
Total	32	100.0%	100.0%	11	100.0%	100.0%	5	100.0%	100.0%

9. Please answer true or false. School counselors help both the student and their families that are facing crisis situations.

Response	Post Test								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
True	31	96.9%	96.9%	10	90.9%	90.9%	5	100.0%	100.0%
False	1	3.1%	3.1%	1	9.1%	9.1%	0	0.0%	0.0%
Total	32	100.0%	100.0%	11	100.0%	100.0%	5	100.0%	100.0%

10. Please mark the statement below that best answers the question. Which grades should be using the developmental counseling model?

Response	Post Test								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
First through fourth grade	1	3.1%	3.1%	0	0.0%	0.0%	0	0.0%	0.0%
Third, fourth and fifth grade	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
All grades	25	78.1%	78.1%	10	90.9%	90.9%	4	80.0%	80.0%
Kindergarten through eighth grade	6	18.8%	18.8%	1	9.1%	9.1%	1	20.0%	20.0%
Total	32	100.0%	100.0%	11	100.0%	100.0%	5	100.0%	100.0%

11. Overall, were you satisfied with the Konnections For Kids elementary school counseling program?

Response	Post Test								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Yes	29	90.6%	93.5%	10	90.9%	100.0%	5	100.0%	100.0%
No	2	6.3%	6.5%	0	0.0%	0.0%	0	0.0%	0.0%
No answer	1	3.1%		1	9.1%		0	0.0%	0.0%
Total	32	100.0%	100.0%	11	100.0%	100.0%	5	100.0%	100.0%

Please let us know some of the aspects you liked the most about this program.

Response	Post Test								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Comment made	11	34.4%	100.0%	0	0.0%		0	0.0%	
No answer	21	65.6%		11	100.0%		5	100.0%	
Total	32	100.0%	100.0%	11	100.0%		5	100.0%	

What recommendations would you have for next year?

Response	Post Test								
	Teachers			Partners			Parents		
	Number	Percent	Valid Percent	Number	Percent	Valid Percent	Number	Percent	Valid Percent
Recommendation made	11	34.4%	100.0%	0	0.0%		0	0.0%	
No answer	21	65.6%		11	100.0%		5	100.0%	
Total	32	100.0%	100.0%	11	100.0%		5	100.0%	

Appendix G

TEACHER COMMENTS

Appendix G
TEACHER COMMENTS
SURVEY ABOUT DEVELOPMENTAL COUNSELING MODEL POST TEST, MAY 2007

Please let us know some of the aspects you liked the most about this program:

- The extra activities provided for students after school.
- The counselors came when called.
- I liked the classroom visits by the counselors. I also liked the group meetings.
- After school programs, second step.
- I liked the second step program.
- Role-playing with students.
- I liked that we had a range of services. Students that required one on one received that service, but several larger groups were allowed as well.
- I love the opportunity kids were given with after school programs. Parent meetings were also great.
- Concept is good.
- Carry thru is weak.
- Many things to offer a wide range of students.
- There is always someone available for the children to go to.

What recommendations would you have for next year?

- Find better ways to pay stipends for teachers (equal pay for everyone, time paid for prep) providing after school activities.
- If counselor makes a promise to class, it should be kept.
- Counselors need classroom management training. They need to come into the classroom every week as scheduled, not just when they have “preprinted” subjects to read from/teach.
- More counselors. More meeting with all staff regarding the students being seen.
- Different material for classroom instruction. I thought that the students got bored by the repetition.
- More parent involvement. Parents are source of many students’ behavior. Parents need counseling too!
- I know the after school programs were a hit. I also had a few students who wanted to visit frequently and I would like to know how to access whether or not the teacher should send the students at certain times or certain issues.
- Make the presentations more interactive.
- Our school should not be using the counselors as a disciplinarian. Counselors should not be the ones dealing with bus and behavior issues and handing out consequences. Many times counselors were dealing with behavior and were not able to do individual counseling sessions to the students who really need it. I think this should be addressed with Mr. X. These are his responsibilities.
- Stronger carry thru and they should meet “allot the above criteria” if that their job.
- More parent communication regard process of students in group setting.