All In For Your K-12 School
Counseling Program:
District of Distinction

Bondurant-Farrar Community School District
Monticello Community School District

Bondurant-Farrar Background

- Bondurant is located in central Iowa, less than 10 miles from Des Moines, Ankeny, and Altoona. Bondurant-Farrar CSD has a total enrollment around 2,400 students and projected to grow by 125 students each year through 2025.
- 5 full time school counselors; 1 part-time/shared school counselor; 1 school-to-home coordinator/certified school counselor; 1 part-time/shared school social worker (K-5th grade)
- Megan Barber - Morris Elementary (PK-2nd Grade)
  - 1:589 school counselor-to-student ratio
- Lisa Miltenberger - Anderson Elementary (3rd-4th Grade)
  - 1:368 school counselor-to-student ratio
- Bonita Wiley - Anderson Elementary (5th Grade)
  - 1:206 school counselor-to-student ratio
- Lisa Rinehart - BFMS (6th Grade)
  - 1:185 school counselor-to-student ratio
- Jennifer Hurley - BFMS (7th-8th Grade)
  - 1:383 school counselor-to-student ratio
- Casey McMurray - BFHS (9th-12th Grade)
  - 1:314 school counselor-to-student ratio
- Tammy Kaufman - BFHS (9th-12th Grade)
  - 1:314 school counselor-to-student ratio
Monticello Background

- Rural district located in Eastern Iowa, midway between Cedar Rapids and Dubuque
- Enrollment is around 1,000 students and is slightly declining
- Five members of the school counseling team:
  - Carmen Stenger, Monticello High School (9-12)
  - Kathy Larson, Monticello Middle School (5-8)
  - Aimee Hospodarsky, Carpenter/Shannon Elementary (preK-4)
  - Sammy Grippo, K-12 Counselor (shared position, added in 2019-20)
  - Stephanie Schmeider, Social Worker (shared position, added in 2019-20)
- Two-thirds of our school counseling team were new in 2017-18

What is the ISCA District of Distinction Award?

ISCA District of Distinction is a recognition for K-12 school districts in Iowa who are implementing comprehensive school counseling programs which address the career, academic, and social-emotional development of all students. Recipients of this award are able to document all aspects of their counseling program across the entire school district, showing their commitment to students through best practices for school counseling programs, utilizing state and national standards.

http://www.iowaschoolcounselors.org/District-of-Distinction
2018-19 Pilot Year

- In the first year, District of Distinction was open to districts that had completed Counselor Academy.

- Now open to anyone, but Counselor Academy is encouraged to help teams complete the components required for application.

Application Components: Nuts and Bolts

- District of Distinction application and scoring rubric/criteria can be found at: http://www.iowaschoolcounselors.org/resources/Documents/Awards/District%20of%20Distinction%20Criteria.pdf

- Applications are evaluated by a committee

- Application deadline - December 15, 2019
Application Requirements

Districts must submit one PDF document with all of the following information:

- Application Cover Page
- Adapted District/School Data Profile
- Section cover page, narrative, and content documentation for all seven sections (criteria details listed in the following pages):
  - Beliefs, Vision, and Mission
  - Professional Competencies
  - School Counseling Program Goals
  - School Counseling Core Curriculum
  - Small Group Responsive Services
  - Closing the Gap
  - Program Evaluation Reflection

Application Requirements

Districts receiving the distinction must:

- Score a minimum of 17 points out of 21 possible.
- Score no less than a 2 in each category.
- Have at least one category in which post-secondary planning is specifically addressed.

**Scoring Scale for Each Category**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tr>
<td>2</td>
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<tr>
<td>1</td>
<td>Incomplete information provided and/or errors detracted from reviewer’s ability to effectively score content.</td>
</tr>
<tr>
<td>0</td>
<td>Insufficient evidence provided</td>
</tr>
</tbody>
</table>
Application Requirements

Beliefs, Vision and Mission:

Belief Statements:
- Indicate agreed upon beliefs about the ability of all students to achieve
- Address how the school counseling program meets student developmental needs
- Address the school counselor’s role as an advocate for every student
- Identify persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities
- Include how data inform program decisions
- Include how ethical standards guide the work of school counselors

Vision Statement:
- Describes a future world where student outcomes are successfully achieved.
- States the best possible outcomes desired for all students that are 5 to 15 years away.

Mission Statement:
- Describes the school counseling program’s overarching focus or purpose.
- Ensures all students benefit in the implementation of the comprehensive school counseling program.
- Emphasizes equity, access, and success for every student.
- Emphasizes long-range results for every student.

Narrative:
- Explain how the belief, mission and vision statements were created.
- Discuss alignment of these statements throughout all buildings in the district.
- Give examples of how these statements are demonstrated in your daily work.

Monticello Community
School District
K-12 School Counseling Program

We Believe:
- The school counseling program is for all students, and all students can benefit.
- School counselors are advocates for all students.
- Student diversity is considered in planning and managing the school counseling program.
- All counselors are students who possess both academic and employability skills which allow them to be contributing members of society.
- The school counseling program is planned, coordinated, and evaluated by the school counselors, who collaborate with staff, parents and other community members to meet student needs and assist students.
- All students can achieve, and should receive equitable support for their personal growth.
- Data is an integral part of the design, implementation, evaluation, and continuous improvement of the comprehensive school counseling program.
- School counselors will abide by the ASCA Ethical Standards for School Counselors to make informed decisions based on the highest moral principles.

Our Vision:

The students at Monticello Community School District are collaborative problem solvers and critical thinkers. They are assertive, positive, resilient learners who possess both academic and employability skills which allow them to be contributing members of society.

Our Mission:

The mission of the Monticello Community School District School Counselors is to provide a comprehensive, developmental counseling program addressing the academic, career, and social-emotional development of all students. In partnership with other educators, parents/guardians, and the community, school counselors ensure all students in the Monticello Community School District have access to and are prepared with the knowledge and skills to contribute at the highest level as productive and caring members of society.
**Application Requirements**

<table>
<thead>
<tr>
<th>Professional Competencies:</th>
<th>Management Agreements:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>~One per counselor included</td>
</tr>
<tr>
<td></td>
<td><strong>Narrative:</strong></td>
</tr>
<tr>
<td></td>
<td>~Describe how the Iowa Evaluation Supplement and the ASCA Ethical Standards for School Counselors is used in the district.</td>
</tr>
<tr>
<td></td>
<td>~Describe ways in which the management agreement is used in the building.</td>
</tr>
<tr>
<td></td>
<td>~If the Iowa Evaluation Supplement, ASCA Ethical Standards for School Counselors and/or the management agreements are not being used, an explanation of what is being done to fill this gap is included.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Counseling Program Goals:</th>
<th>Program Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>~Promote achievement, attendance and/or behavior.</td>
</tr>
<tr>
<td></td>
<td>~Based on school / district data.</td>
</tr>
<tr>
<td></td>
<td>~Are written in SMART format: specific, measurable, attainable, results-oriented, time-bound.</td>
</tr>
<tr>
<td></td>
<td><strong>Narrative:</strong></td>
</tr>
<tr>
<td></td>
<td>~Explain how goals were created and the data used to determine need.</td>
</tr>
</tbody>
</table>

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**Morris Elementary School**

**BFCS**

**School Counselor Annual Agreement/Program Goals**

**School Year:** 2018-2019

**School Counselor:** Megan Babor

**School Counseling Program Mission Statement:** The mission of the Bondurant-Farrar Community School District School Counseling Program is to provide a comprehensive, K-12 school counseling program that is preventative in nature addressing the academic, career, and social/emotional development of all students. In partnership with teachers, administrators, parents, students, and the community, the school counselors will help all students strive to be successful lifelong learners, problem-solvers, and productive citizens.

**School Counseling Program Goals**

The school counseling program will focus on the following achievement, attendance and/or behavior goals this year. Details of activities promoting these goals are found in the curriculum, small group and closing the gap action plans.

<table>
<thead>
<tr>
<th>Program Goal Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance:</strong> By the end of the 2018-2019 school year, the number of 1st grade students who accrued 15 or more absences in the 2017-2018 school year will decrease by 10 percent from 140 total absences (2017-2018) to 125 total absences (2018-2019) by addressing their social-emotional needs/prompting daily attendance through individual, small group work, and/or large group incentives.</td>
</tr>
<tr>
<td><strong>Academic:</strong> By the end of the 2018-2019 school year, the percentage of 1st grade students (1st grade cohort) meeting benchmark during spring FAST testing will increase from 60% (spring, 2018) to 67% (spring, 2019) for 1st grade students. By addressing academic, career, and social/emotional needs.</td>
</tr>
<tr>
<td><strong>Behavior:</strong> By the end of the 2018-2019 school year, the number of office referrals for physical aggression will decrease by 10 percent from 105 (2017-2018) to 95 (2018-2019) by addressing students social-emotional and behavioral needs.</td>
</tr>
</tbody>
</table>
Application Requirements

School Counseling Core Curriculum:
- Mindsets and Behaviors Program Planning Tool:
  - Completion of program planning tool for each building’s core curriculum
- Core Curriculum Action Plan:
  - The school counseling core curriculum action plans for the school counseling programs (K-12) must use the ASCA school counseling core curriculum plan template.
  - The plans include school counseling core curriculum lessons / activities for the school year, for each building (K-12) and clearly articulate all lessons / activities throughout the school year, including a data collection plan.
  - Include one lesson plan per counselor (this does not have to be on the ASCA lesson plan format)
- Narrative:
  - Describe K-12 collaboration, alignment and discussion of Mindsets and Behaviors to determine core curriculum for each grade level.

Small Group Responsive Services:
- Small Group Action Plans:
  - The small group action plans must use the ASCA small group action plan template.
  - One plan is included from each building.
- Narrative:
  - Describe how small groups are determined, including decisions for what will be held and why.

SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN
Course to College

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Lesson Topic</th>
<th>ASCA Domain and Mindests &amp; Behaviors Standard(s)</th>
<th>Curriculum and Materials</th>
<th>Projected Start/End</th>
<th>Process Data (Projected number of students affected)</th>
<th>Perception Data (Type of survey/assessments to be used)</th>
<th>Outcome Data (Achievement, attendance and/or behavior data to be collected)</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Early Awareness: College Process &amp; Financial Aid</td>
<td>M2 M6 B-LS 4 B-LS 7 B-LS 8 B-SS 3</td>
<td>Juniors pp; Countdown to College; Reg Handbook; Kirkwood POS; MHS POS</td>
<td>Early November</td>
<td>81</td>
<td>Reflection Survey, K-Nav Work Values Assessment, Revision of 4 year plan in Kuder Navigator, Completion of registration sheet</td>
<td>Updated 4 year academic plan on file</td>
<td>Carmen Stenger</td>
</tr>
<tr>
<td>10-12</td>
<td>College &amp; Career Fair</td>
<td>M2 M4 B-LS 9 B-SMS 2 B-SS 1 B-SS 9</td>
<td>College/Career Fair Tips; Reflection Survey; Fair Map; College and Career Jt.; Presenter surveys and schedule</td>
<td>October - November</td>
<td>280</td>
<td>College &amp; Career Fair Survey</td>
<td>Updated 4 year academic plan on file</td>
<td>Carmen Stenger</td>
</tr>
<tr>
<td>12</td>
<td>College Application</td>
<td>B-LS 4 B-LS 7 B-LS 9 B-SMS 3 B-SMS 10 B-SS 8</td>
<td>Fall Checklist pp; Fastweb handout; Countdown to College handout; Up Next Texting Service handout</td>
<td>September - October</td>
<td>82</td>
<td>College Reflection Survey</td>
<td>Completion of college application</td>
<td>Carmen Stenger</td>
</tr>
<tr>
<td>12</td>
<td>FAFSA Completion</td>
<td>M2 M6 B-LS 4 B-LS 7 B-LS 9 B-SS 3</td>
<td>FAFSA powerpoint: What to Bring; FAFSA &amp; FSA ID Worksheet; computers</td>
<td>October</td>
<td>70</td>
<td>FAFSA Completion Data through AEA</td>
<td>Carmen Stenger</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>College Decision</td>
<td>M2 B-LS 4 B-SMS 10 B-SS 9</td>
<td>College: Next Steps powerpoint; brochures; posters; camera for pictures to display</td>
<td>April-May</td>
<td>70</td>
<td>Senior Plans Survey</td>
<td>Acceptance to college</td>
<td>Carmen Stenger</td>
</tr>
</tbody>
</table>
### Application Requirements

<table>
<thead>
<tr>
<th>Closing the Gap:</th>
<th>Closing the Gap Action Plans:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Closing the gap activities are multi-tiered, data-driven and address academic, behavioral or attendance discrepancies existing between student groups.</td>
<td></td>
</tr>
<tr>
<td>- Use the ASCA closing the gap template.</td>
<td></td>
</tr>
<tr>
<td>- Provide action plan and results report for each level of school counseling programs (K-12) throughout the district.</td>
<td></td>
</tr>
<tr>
<td><strong>Narrative:</strong></td>
<td>- Describe how gap was identified and why this area was a focus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Evaluation Reflection:</th>
<th>How does your district’s K-12 comprehensive school counseling program use leadership, advocacy and collaboration to create systemic change for students’ benefit? Cite specific examples.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The four elements should be apparent in the response.</td>
<td></td>
</tr>
<tr>
<td>- Clearly articulate the impact of the four components throughout the district’s K-12 programs.</td>
<td></td>
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<tr>
<td>- A written response must be within 500 – 1,500 words.</td>
<td></td>
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</tbody>
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### ACTION PLAN

**CLOSING THE GAP**

**Goal:** Reduce major office discipline referrals of 8th graders on free and reduced lunch

At the start of the 2018-19 school year, 21 8th grade students were identified as at-risk of failure from the end of their 7th grade year. 18/21 failed at least one class in 7th grade. By the start of the 2018-2019 school year, 90% of these 18 at-risk students will pass all 5 of their core classes, allowing them to successfully pass 8th grade and transition to the high school.

**Target Group:** absences, free and reduced, family disruption, major office discipline referrals

**Data to Identify Students**

<table>
<thead>
<tr>
<th>Activities</th>
<th>ASCA Domain and Standards (related)</th>
<th>Curriculum and Materials</th>
<th>Process Date (Projected number of students affected)</th>
<th>Perceived Date (Type of survey/assessments to be used)</th>
<th>Outcome Data (Achievement, attendance and/or behavior data to be collected)</th>
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<tr>
<td>Learn how plan before the end of the 7th grade year to be discussed and formulated with parent and student</td>
<td>M.4</td>
<td></td>
<td>For all the end of the 7th grade school year</td>
<td>30</td>
<td>SMART goals for each student.</td>
<td>Jim Murphy</td>
</tr>
<tr>
<td>Lesson plans on healthy habits and academic success</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual meeting with these 18 students throughout the year to check on progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade checks every 4-6 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Process For Application**

- There’s not one “right” way. Example: narratives

- When writing narratives, remember that readers don’t know you/your district, so be explicit with your writing.

- Teams share: How did we tackle this project?

**Application Tips - Troubleshooting**

- ISCA District of Distinction - [How to Apply](#)

- Submitted in one PDF

- Laying out the application - include cover pages for each section and ensure all copies are oriented to portrait
Scoring Rubrics and Feedback

ISCA District of Distinction
Scores and Feedback

School District: Bondurant-Farrar CSD

Scoring Scale for Each Category

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<tr>
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<tr>
<td>Beliefs, Vision, Mission</td>
<td>2.5</td>
</tr>
<tr>
<td>Professional Competencies</td>
<td>2.5</td>
</tr>
<tr>
<td>School Counseling Program Goals</td>
<td>2.5</td>
</tr>
<tr>
<td>School Counseling Core Curriculum</td>
<td>2.5</td>
</tr>
<tr>
<td>Small Group Responsive Services</td>
<td>2.75</td>
</tr>
<tr>
<td>Closing the Gap</td>
<td>1</td>
</tr>
<tr>
<td>Program Evaluation Reflection</td>
<td>2.75</td>
</tr>
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</table>

Beliefs, Vision, Mission: These are a program strength - aligned and used to drive program decisions.

Professional Competencies: Very strong part of the application and narratives are very reflective of specific needs and next steps to address. The tools appear to be well-utilized as intended to support personal professional growth (Evaluation Supplement) and collaborative relationships to support student achievement (Management Agreement). Kudos to the team on this section.

Program Goals: At all levels these are very well done. At the elementary and middle school levels specifically, these show strong collaboration among groups as well.

Core Curriculum: Overall these plans look strong and are comprehensive K-12. This is another area to be commended K-12. Narratives are thorough and very reflective. It appears there are a lot of Mindsets and Behaviors tied to many lessons. Something to consider might be which one(s) are the most important and assessed during the lesson/unit and not just touched on. Then to take your program to the next level,

Small Group Responsive Services: The narratives appear to be a crucial element of success in this program area. At the middle school level, it is recognized the group submitted was not “ideal” but the growth and learning that occurred for the counselor through the process is irreplaceable. At high school, the reflection and plan for growth shows that the program is likely to continuously evolve and improve student outcomes.

Closing the Gap: Strength areas at all levels include digging into the data to identify appropriate interventions and target groups, collaborating with others to help close the gap, and address the issue at multiple tiers. These plans should be considered an example of what closing the gap can look like at all levels.

Program Evaluation Reflection: The counseling team at Monticello should be commended for the work they are doing in the areas of leadership, collaboration, systemic change and advocacy. As with any program, continuous improvement will be imperative to continue to grow and flexibly respond to the needs of the students in the district.

Additional Comments:

All reviewers noted this application was an exemplary model of how to compile the information requested. Your organization and narratives were incredibly helpful in scoring. Please consider submitting a session proposal for the 2019 ISCA Conference to share with others. And, go RAMP!
Professional Growth

Reflections from the teams:

How has this process changed you as a school counselor?

Updates/Timeline for 2019-20 and beyond

December 15  Applications Due
December/January  Applications Scored
Late January  Notifications to District of Distinction Recipients

2020-21  Application updated to reflect 4th Edition
Using District of Distinction as an Advocacy Tool

We have exciting news to share! The #BFCSD counseling program has been honored as a District of Distinction by the Iowa School Counselors Association. Please join us in congratulating this group, & thanking them for their dedication to #BFCSD! Learn more: goo.gl/4uV9cw
Contact Us!

Bondurant-Farrar CSD School Counseling Team
Casey McMurray (9th-12th grade) - mcmurrayc@bfschools.org
Tammy Kaufman (9th-12th grade) - kaufmant@bfschools.org
Jennifer Hurley (7th-8th grade) - hurleyj@bfschools.org
Lisa Rinehart (6th grade) - rinehartl@bfschools.org
Bonita Wiley (5th grade) - wileyb@bfschools.org
Lisa Miltenberger (3rd & 4th grade) - miltenbergerl@bfschools.org
Megan Barber (PS-2nd grade) - barberm@bfschools.org

Monticello CSD School Counseling Team
Carmen Stenger (9th-12th grade) - carmen.stenger@monticello.k12.ia.us
Kathy Larson (5th-8th grade) - katherine.larson@monticello.k12.ia.us
Aimee Hospodarsky (preK-4th grade) - aimee.hospodarsky@monticello.k12.ia.us