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COLLEGE OF EDUCATION
MONTANA STATE UNIVERSITY BILLINGS
OFFICE OF THE DEAN

1500 UNIVERSITY DRIVE
BILLINGS, MT 59101-0298
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Academic Year 2011-2012

To All Involved in School Counseling Internships:

Thank you for assisting in the development of a beginning school counselor and for your commitment to their professional development. Your role as evaluator, guide, and coach to a school counseling intern is critical to the success of the school counseling preparation program at MSU Billings.

The school counseling internship is the culmination of many years of study. It is the initiation into a career of lifelong learning. Candidates fully comprehend the importance of this experience as the finale to their graduate education and as the transition into their chosen profession. Interns experience many emotions—excitement, anxiety, optimism, insecurity, curiosity, and dread. Mentor counselors, school administrators and university supervisors can allay their fears and provide the support necessary for candidates to realize their potential. Without mentor counselors, there is no internship program. Without university supervisors, there is little connection between what candidates learn on campus and what they experience in schools. It is with sincere appreciation that staff, faculty, and administrators in the College of Education at Montana State University Billings thank all who participate in this critical process.

If you have concerns, suggestions, or need assistance as you carry out this invaluable work, please do not hesitate to contact me. I will do all I can to assure that your experience as a mentor/supervisor and the candidate's experience as a novice school counselor are meaningful professional development opportunities for all involved.

Sincerely,

Mary Susan E. Fishbaugh, Ed.D.

Mary Susan E. Fishbaugh, Ed.D.

Dean

COLLEGE OF EDUCATION ADVANCED CONCEPTUAL FRAMEWORK

Standard 1:

Locate, read, and evaluate relevant professional and academic literature.

Standard 2:

Demonstrate understanding of similarities and differences in human learning and development.

Standard 3:

Demonstrate mastery in subject area content knowledge, understanding, and skill in applying that knowledge and understanding.

Standard 4:

Demonstrate professionalism that extends beyond technically accurate knowledge and effective skills.

Standard 5:

Integrate extant theory and evidence into one's professional activities.

Standard 6:

Critically analyze policy and one's own practice in light of professional standards and applicable policy.

EDUCATOR OATH

I dedicate myself to the life of an educator, providing knowledge and skills to others to enable them to live meaningful lives.

I pledge to make the well-being of my students the fundamental value in my professional decisions and actions.

I pledge to protect and respect the civil and human rights of my students and colleagues.

I dedicate myself to the cultivation of character in my students by teaching the virtues of courage, compassion, honesty and trust.

I dedicate myself to the full inclusion of all students in the educational process.

I pledge to fulfill my professional responsibilities with diligence, integrity and dedication.

I pledge to work with my colleagues to improve the effectiveness of education and to advance the teaching profession.

I recognize that parents and community are an integral part of the educational community and pledge to encourage their involvement in educational programs.

I commit myself to the advancement of my own learning and to the cultivation of my own character, for I know that I must bear witness in my own life to the ideals that I have dedicated myself to promote in others.

In the presence of this gathering, I bind myself to this oath.

RESPONSIBILITIES OF THE SCHOOL COUNSELING INTERN

Attendance Requirements

- School Counseling Interns will complete 300 hours at the elementary (K-6 level) and 300 hours at the secondary (7-12) level.
- Fall Semester internships begin with the start of the school district's calendar.
- Spring Semester internships starts the week the school district begins a new semester (unless special arrangements are made).
- Candidates sign the School Counseling Agreement form and submit to

COE 261 College of Education
MSU Billings
1500 University Drive
Billings MT 59101

Candidates follow the school's schedule and calendar during the length of the placement.

- Candidates observe the school district holiday schedule (*not* the MSU Billings semester schedule)
- Candidates attend all in-service meetings and other teacher work days required of the mentor teacher.
- Candidates arrive and leave school according to school and/or district policy.
- In the event of an absence, a candidate should notify (1) the site mentor or school principal dependent upon school policy and (2) the university supervisor.

Important Dates

MSU Billings graduation application deadlines for Fall or Spring Semester

Fall—November 18th 2011 (for Spring 2012/Summer 2012 attending commencement)

Spring—March 23, 2012 (for Summer 2012/Fall 2012 not attending commencement)

College of Education Convocation and MSU Billings Commencement Spring Semester only

Friday—April 27th 2012

Saturday—April 28th 2012

Liability Insurance

Students engaged with schools should carry liability insurance. This may be available through an individual's personal insurance carrier. The MEA/MFT has professional liability insurance available at reasonable rates for preservice educators. Insurance is a must for individuals working with children and youth.

Professional Dress

Candidates should dress professionally according to the norms and expectations of the school. This usually means clothing that is both appropriate for a professional person while meeting the expectations of the role. Secondary teachers may wear more business-like dress than primary teachers working with young children. Follow the guidance of the site mentor and be careful to follow school/district dress codes.

Licensure

Initiating the process of licensure is the candidate's responsibility.

Montana Teacher Licensure. The Montana Office of Public Instruction (OPI) is the state department that issues licenses.

- <http://www.opi.state.mt.us/>, then open the Licensure tab. Scroll down to the Specialist section and open the link to the Class 5 and 6 License: school counseling application.
- For those candidates earning a degree, complete the "Application for Graduation" by the posted deadline at www.msubillings.edu/admissions/graduation.html

All candidates (Post-Baccalaureate and Master's):

- Obtain a copy of the Montana OPI licensure form at www.opi.state.mt.us/
- Click on the Education Licensure tab (on the bar at top of the web page), then go to the dropdown menu box on the left side. Open the Applications link and click on the "class" of licensure needed.
- Print the pertinent license application.
- Do not submit fingerprint cards. The report in your file is sent to OPI.
- Complete all pages. On the Institutional Evaluation and Recommendation page only fill out the top part (personal information). Include a current folio number if applicable. The Licensure Officer will complete the bottom section.
- Complete the checklist in the OPI application to be certain all of the sections necessary for licensure have been completed. Include the following:
 - Sealed, official transcripts from all university and colleges except MSU-Billings.
 - \$36 check payable to "OPI".
 - Notarized signature on the first page of the OPI application.
- Turn the application documents in to Janet Alberson, College of Education, Room 264

Once coursework has been completed, processing occurs in this order:

- Grades for all program requirements are posted on transcripts.
- For those candidates earning a degree, a Certification for Graduation application is reviewed by MSU Billings staff, faculty, and the Registrar's Office to confirm program completion. The degree is posted on the official transcript.
- The official transcript is sent to the College of Education Licensure Officer.
- The Licensure Officer completes the Institutional Evaluation and Recommendation page.
- The entire application is photocopied, and entered into a database.
- The original forms, transcripts, the check, and a background report are mailed to OPI.

- OPI processes the application, posting a candidate's folio number and endorsements to their website.
- Check this by going to the OPI website, clicking on the Educator Licensure tab, scrolling to the blue box on the right side of the page, and clicking on "Find your Folio Number".
- The folio number will appear about 1-2 weeks after paperwork arrives in Helena. The actual license is mailed out to licensed teachers in approximately four weeks.

States Other Than Montana. Access the state's Department of Education webpage for specific information requirements, and the application. Candidates are responsible for providing the Licensure Officer with all out-of-state paperwork at the time of licensure application.

RESPONSIBILITIES OF THE SITE MENTOR

The Site Mentor is essential for the preparation of school counselors. Site Mentors serve as hosts, welcoming a novice counselor into their school community. Their role is mentor and guide, nurturing the professional development of the novice. Site Mentors work with school counseling interns in the following ways:

- **Orientation**—The Site Mentor initiates the intern into the culture, mores, policies and procedures of the school and district into which the intern has been placed.
- **Induction**—The Site Mentor serves as an example of a professional educator, guiding the novice as s/he attempts to transfer course theory learned through the university program to school counseling in an elementary or secondary educational setting.
- **Planning**—The Site Mentor models planning school counseling programs for students as a whole and for individual student specific needs.
- **Teaching**—The Site Mentor models best practices in terms of a respectful learning environment, meeting the needs of individual learners, analyzing outcomes and basing subsequent planning on those outcomes.
- **Observation**—The Site Mentor has the responsibility of observing the intern in the various roles played by a school counselor throughout a school day and providing constructive guidance.
- **Evaluation**—The Site Mentor performs two formal evaluation observations of the intern and discusses the subsequent rating of performance with the intern.
- **Reflection**—The Site Mentor models reflective practice and guides the intern in analyzing performance as it relates to school counseling performance outcomes. The mentor helps the intern to self evaluate, monitor and adjust their behavior to achieve optimal outcomes for the elementary/secondary students.
- **Consultation**—The Site Mentor serves as a consultant—providing assistance, offering constructive criticism, eliciting self-analysis, and rating performance of the intern.

Specific responsibilities of the Site Mentor are listed in the Site Mentor Agreement (to be signed and returned with the IRS W-9 form during the first month of the intern's placement to COE 261 MSU Billings). Duties as outlined include but are not limited to the following:

- Completing two (2) formal observation evaluations
- Completing one (1) Dispositions Observation mid experience and additional reports as necessary
- Assisting the intern with completion of the Diversity Report
- Assisting the intern with completion of the Service Learning Report

It is important for the Site Mentor to work closely with the University Supervisor to assure consistent ratings of the intern. If at any time, the Site Mentor and/or University Supervisor perceives a present problem or foresees a future issue, s/he should immediately notify Ms. Bonnie Graham, the school counseling Field Experience/Clinical Practice Coordinator at MSU Billings (406-657-2393 or bjgraham@msubillings.edu). Developing a Plan for Improvement through collaboration among the coordinators, the intern's faculty advisor, mentor, supervisor and the intern is better accomplished sooner rather than later.

The appendices in this Guidebook contain information to answer most frequently asked questions. Please refer to it often and use it as the valuable resource it is meant to be.

The College of Education at MSU Billings values professional educators willing to serve as Site Mentors and recognizes that the School Counseling Program cannot succeed without them.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The University Supervisor serves as a link between the MSU Billings College of Education School Counseling Program and public/private elementary and secondary schools. The University Supervisor carries information regarding expectations for school counseling interns and Site Mentors from the university to the schools and provides on-going progress reports regarding the intern from the schools to the university.

The University Supervisor Agreement document outlines specific responsibilities. Duties as outlined include but are not limited to the following:

- Completing two (2) formal observation evaluations
- Comparing observation results with the Site Mentor to assure reliability of ratings

It is important for the University Supervisor to work closely with the Site Mentor to assure consistent ratings of the intern. If at any time, the Site Mentor and/or University Supervisor perceives a present problem or foresees a future issue, s/he should immediately notify Ms. Bonnie Graham, the school counseling Field Experience/Clinical Practice Coordinator at MSU Billings (406-657-2393 or bjgraham@msubillings.edu) Developing a Plan for Improvement through collaboration among the coordinators, the intern's faculty advisor, mentor, supervisor and the intern is better accomplished sooner rather than later.

The appendices in this Guidebook contain information to answer most frequently asked questions. Please refer to it often and use it as the valuable resource it is meant to be.

University Supervisors often travel many miles to work with interns and their Site Mentors. To be reimbursed for travel expenses, the supervisors are expected to follow MSU Billings travel policies and procedures. These include completing a Travel Authorization Form and logging miles traveled from MSU Billings (not home) to the schools and back. Reimbursement is at MSU Billings approved state rates. It may vary throughout a semester and rate-per-mile decreases once the traveler exceeds 1,000 miles.

The College of Education School Counseling Program recognized the invaluable role played by experienced educators as they link university to schools through their supervisory role.

APPENDIX A OBSERVATION FORMS

PROGRESS REPORT: SCHOOL COUNSELING INTERNSHIP

Name: _____ Semester/Year: _____

ID number: _____ E-Mail: _____

Mentor Counselor: _____

School and Grade level: _____

College Supervisor: _____

Please check each competency area according to the counselor's performance. Rating scale:
NA = No Opportunity to Observe
1 = Inadequate (Please comment)
2 = Below Average (Please comment)
3 = Above Average
4 = Outstanding

RAPPOR

- _____ 1. Establishes an open, caring atmosphere for the student.
- _____ 2. Is acceptant of the student and makes an honest attempt to understand the problem.
- _____ 3. Is able to put the student at ease and make him/her feel free to cooperate.
- _____ 4. Is sensitive to the needs and feelings of the student.
- _____ 5. Does not exhibit censure or value judgment of the student.

INTERVIEWING TECHNIQUES

- _____ 1. Is effective in directing interviews into problem areas by picking up cues and leads.
- _____ 2. Gives student plenty of time to talk. (Does not monopolize the conversation).
- _____ 3. Is effective in reflecting attitudes and feelings back to student.
- _____ 4. Employs effective uses of rephrasing to point out faulty logic.
- _____ 5. Guides student to summarize session.
- _____ 6. Is effective in meeting and discussing student's problems with practice.

TEST AND MEASURES

- _____ 1. Administers tests with skill and accuracy.
- _____ 2. Is effective in interpreting test results.
- _____ 3. Is able to integrate test results and arrive at a test summary.
- _____ 4. Uses test results with proper cautions and with good judgment.
- _____ 5. Is able to put testing into the proper perspective and integrates it to the total counseling situation.
- _____ 6. Keeps appropriate records of appraisal.

OCCUPATIONAL AND EDUCATIONAL INFORMATION

- _____ 1. Is effective in locating appropriate occupational and educational information.
- _____ 2. Is competent in utilizing and presenting occupational information.

- _____ 3. Integrates occupational and educational information into the student's educational & vocational plans.
- _____ 4. Is able to make curriculum and course plans and to assist students in effective course planning.
- _____ 5. Has effective working knowledge of prerequisite course requirements for various colleges.
- _____ 6. Knows the main resources in the community which might be of assistance to the student.

REFERRAL

- _____ 1. Is aware of referral sources.
- _____ 2. Makes effective use of referral services.
- _____ 3. Maintains effective communication with referral sources.

GROUP WORK

- _____ 1. Has a good reason for the formation of groups.
- _____ 2. Is able to initiate group work with students.
- _____ 3. Maintains effective role in the groups.

ORGANIZATION

- _____ 1. Has a basic philosophy of working with students.
- _____ 2. Aware of the goals of the guidance program.
- _____ 3. Can plan a guidance testing program.
- _____ 4. Respects and maintains a good relationship with the administration.
- _____ 5. Respects and maintains a good relationship with the staff.
- _____ 6. Respects and maintains a good community relationship.

PROFESSIONAL AND ETHICAL QUALITIES

- _____ 1. Limits discussion of counseling cases to appropriate times and places.
- _____ 2. Treats student problems confidentially.
- _____ 3. Recognizes his/her competencies and limitations.
- _____ 4. Conducts self in a professional manner.
- _____ 5. Continues to take part in those activities that perpetuate professional growth.

GENERAL PERSONALITY FACTORS

- _____ 1. Is emotionally stable in the counseling situation.
- _____ 2. Communicates a genuine acceptance of students and associates.
- _____ 3. Is socially competent and effective in meeting and dealing with people. (Poise)
- _____ 4. Is able to utilize advice and constructive criticism.
- _____ 5. Utilizes correct and effective oral and written expression.
- _____ 6. Effectively communicates sincerity.
- _____ 7. Exhibits dependability and responsibility.
- _____ 8. Is able to integrate personality into school setting and to work effectively with faculty members and administrators.
- _____ 9. Exhibits general competency in organization and record keeping skill.
- _____ 10. Is appropriately dressed and groomed.

APPENDIX B

PROFESSIONAL DISPOSITIONS OBSERVATION

**MSU BILLINGS COLLEGE OF EDUCATION
DISPOSITIONS OBSERVATION**

Candidate: _____

Candidate ID#: _____

Date: _____

Semester: _____

Major: _____

Reviewer: _____

Junior Field Student Teaching Graduate Internship Other _____

Plan of Improvement [POI] Date POI Initiated: _____ Date POI Completed: _____

Professional Dispositions: The candidate demonstrates a belief that all students can learn and exhibits fairness in his/her actions

	1 Performance Shows Little or No Evidence	2 Performance Demonstrates Inconsistent or Weak Evidence	3 Performance Demonstrates Some Evidence	4 Performance Demonstrates Adequate Evidence	5 Performance Demonstrates Competency	Score
Demonstrates acceptance of differences in others	Fails to accept the differences of others	Is able to accept a few minor differences	Accepting of most differences in others	Approaching acceptance of all differences in others	Attains acceptance of differences in others	
Shows respect of different perspectives	Weakness in considering other perspectives	Acknowledges other perspectives but still holds one viewpoint	Willingness to look at most viewpoints and see the reasoning behind the ideas	A reasonable and comprehensive examination of various points of view	Thorough and insightful – reveals a credible viewpoint by effectively critiquing other perspectives	
Demonstrates belief that all students can learn	Discriminates against certain groups of students	Shows the belief that some students can learn	Shows the belief that most students can learn	Rarely excludes certain students from the learning process	Includes all students in the learning process	
Uses fair procedures dealing with others	Uses inconsistent procedures	Uses a few consistent procedures	Tries to be fair to all students and treat all students equitably	Approaching equitable treatment for all students	Attains equitable treatment of all students	
Reflects on and analyzes practice	Superficial analysis of teaching	Does little analysis of teaching	Does analysis in most teaching situations	Analyzes teaching with regard to the whole group and most of the individual students	Analyzes lessons with regard to each student in the classroom	
Adjusts lessons to deal with diverse learners	Fails to adjust lessons for learners in a classroom	Tries to adjust lessons but the approach is not particularly successful	Adjusts lessons and the revised lessons work with most learners	Adjusts lessons and the adjusted lessons work with most learners	Adjusts lessons after analyzing how all learners are progressing and diverse learners are very successful	

Personal Professionalism: The candidate exhibits the behavior of an educational professional

	1 Performance Shows Little or No Evidence	2 Performance Demonstrates Inconsistent or Weak Evidence	3 Performance Demonstrates Some Evidence	4 Performance Demonstrates Adequate Evidence	5 Performance Demonstrates Competency	Score
Takes responsibility for learning	Has to be reminded to complete tasks	Is able to accept responsibility to complete tasks	Accepts responsibility in most cases	Approaching acceptance in all situations	Attains acceptance of responsibility in all situations	
Professional dress and hygiene	Dresses inappropriately or has unacceptable hygiene	Has improved one aspect of dress or hygiene	Acceptable in most situations	Approaching professional dress and hygiene in all situations	Appropriate in all situations	
Responds to feedback appropriately	Responds to feedback inappropriately	Responds to feedback inappropriately in most situations	Responds to feedback appropriately in most situations	Approaching appropriate response in all situations	Attains appropriate response in all situations	
Timeliness	Is always late	Is late most of the time	Is on time in most situations	Is rarely late	Is always on time or appropriately early	

APPENDIX C
PLAN FOR IMPROVEMENT

MSU BILLINGS COLLEGE OF EDUCATION PLAN FOR IMPROVEMENT

Candidate			
Candidate ID#		Semester & Year	
Major		Grade Level(s)	
School			
Evaluator: Print Name and Date			

- Identify specific areas for growth, which may include knowledge, skills, dispositions, professional expectations or any other area of concern applicable to the development of a beginning school counselor.
- Address each area for growth, develop measurable objectives, goals, and timelines (dates) of expected improvement(s).
- Review the plan with the candidate, sign, and date it.
- If applicable, attach copies of supporting documentation, anecdotal notes, lesson plans, etc.
- Mail or Fax (406-657-2082) a copy of the Plan for Improvement to a Field Experience/Clinical Practice Coordinator
- Coordinator notifies Faculty Advisor

C

Evaluator Comments:

Evaluator Signature

Date

Candidate Comments:

Candidate Signature

Date

APPENDIX D
DIVERSITY REPORT

**MSU BILLINGS
COLLEGE OF EDUCATION
FIELD EXPERIENCE DIVERSITY REPORT**

In the appropriate spaces below, provide specific information about the field experience being completed.

Candidate			
Candidate ID#		Semester & Year	
Date Range of Field Experience	<i>(Example: Sept. 10-Nov. 24, 2009)</i>	Length: Hours	
		or Length: Days	
Name of School		Grade Level(s)	
Field Experience <i>Indicate the applicable course for this field experience. Only one box should be checked.</i>	<input type="checkbox"/> EDF 225 <input type="checkbox"/> SPED 260 <input type="checkbox"/> EDCI 385 <input type="checkbox"/> RD 494 <input type="checkbox"/> EDCI 500 <input type="checkbox"/> Secondary Methods: _____ (identify course and content area) <input type="checkbox"/> Student Teaching, Elementary, Secondary, or K-12 <input type="checkbox"/> Student Teaching, Special Education <input type="checkbox"/> Other: _____ (identify course)		
Student Status	<input type="checkbox"/> I am an undergraduate student. OR <input type="checkbox"/> I am a graduate student.		
Major(s) <i>Check one box. Circle appropriate level.</i>	<input type="checkbox"/> I am a single major: Elementary Secondary K-12 <input type="checkbox"/> I am a double major: Elementary/SPED Secondary/ SPED K-12/SPED <input type="checkbox"/> Other: _____ (identify/describe)		
Identify <u>all</u> the ethnic and racial diversities of the students in your classroom or site.	<i>(circle all that apply)</i>		
	Caucasian African American Hispanic Asian/Pacific Islander American Indian/Alaskan Native Other(s): _____		
Indicate the identified special needs students in your classroom or site.	SPED _____ Gifted & Talented _____ ESL/ELL _____ 504 Plan _____ Speech/Language _____ Other: _____		
Identify the ethnicity and/or race of your mentor teacher.	Caucasian African American Hispanic Asian/Pacific Islander American Indian/Alaskan Native Other: _____		

APPENDIX E
SERVICE LEARNING REPORT

**MSU BILLINGS COLLEGE OF EDUCATION
FIELD EXPERIENCE SERVICE LEARNING REPORT**

Candidate

ID#

INTASC STANDARD 10 School & Community Involvement: The educator fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

- Participates in collegial activities which make the school a productive learning environment
- Establishes cooperative partnerships with parents/guardians to support student learning
- Advocates for students

EDF 225	School	Grade Level	Semester/Yr
SPED 260	School	Grade Level	Semester/Yr
EDCI 385	School	Grade Level	Semester/Yr
RD 494	School	Grade Level	Semester/Yr
SPED 420	School	Grade Level	Semester/Yr
EDCI 500	School	Grade Level	Semester/Yr
Secondary Educ Methods	School	Grade Level	Semester/Yr
Student Teaching	School	Grade Level	Semester/Yr
Internship	School	Grade Level	Semester/Yr

For each field experience in which you were enrolled, name a school and/or community activity in which you were involved. Indicate which of the three indicators above for INTASC Standard 10—(1) collegial activities, (2) cooperative partnerships and/or (3) student advocacy—was addressed.

Activity	INTASC Standard 10 Indicator
Activity	INTASC Standard 10 Indicator
Activity	INTASC Standard 10 Indicator
Activity	INTASC Standard 10 Indicator
Activity	INTASC Standard 10 Indicator
Activity	INTASC Standard 10 Indicator
Activity	INTASC Standard 10 Indicator
Activity	INTASC Standard 10 Indicator
Activity	INTASC Standard 10 Indicator

APPENDIX F

SCHOOL COUNSELING INTERN AGREEMENT

**MSU BILLINGS
COLLEGE OF EDUCATION
SCHOOL COUNSELING INTERN AGREEMENT**

School Counselor

ID#

Current Address

e-Mail

As a school counseling intern in the College of Education at MSU Billings, I acknowledge and agree to the following:

- I have been informed and will abide by the professional dispositions of the School Counseling Program in the College of Education at MSU Billings
- I have read and will abide by the Code of Ethics for Montana Educators, the American School Counseling Association, the Montana Board of Social Work Examiners and School Counselors, and the Administrative Rule of Montana (ARM) or the school law of the state in which I am interning
- I will abide by the policies of the district and school in which I am placed for my internship
- I have been advised to acquire professional liability insurance with the understanding that I am personally liable if I choose not to purchase the insurance
- I give permission to the College of Education to share my student records with my placement school/district personnel including but not limited to my site mentor and school principal
- I give permission to the College of Education to share my student records with my University Supervisor
- I give permission to the College of Education to disclose the results of my criminal background check with other educational institutions, school/district personnel, law enforcement agencies, courts and/or state departments/agencies

School Counseling Intern Signature

Date

APPENDIX G

SITE MENTOR/UNIVERSITY SUPERVISOR EVALUATION

APPENDIX H

**CODE OF ETHICS FOR MONTANA SCHOOL COUNSELORS &
EDUCATORS**

Ethical Standards for School Counselors

Retrieved from the Montana School Counselor Association

http://www.mtschoolcounselor.org/MT_School_Counseling_Program_Model/Introduction.html

ASCA's Ethical Standards for School Counselors were adopted by the ASCA Delegate Assembly, March 19, 1984, revised March 27, 1992, June 25, 1998, and June 26, 2004.

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A. Responsibilities to Students

A.1. Responsibilities to Students

The professional school counselor:

- a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
- c. Respects the student's values and beliefs and does not impose the counselor's personal values.
- d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

A.2. Confidentiality

The professional school counselor:

- a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.
- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.
- c. In absence of state legislation expressly forbidding disclosure, considers the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
 - Student identifies partner or the partner is highly identifiable
 - Counselor recommends the student notify partner and refrain from further high-risk behavior
 - Student refuses
 - Counselor informs the student of the intent to notify the partner
 - Counselor seeks legal consultation as to the legalities of informing the partner
- d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.
- e. Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.

- f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.
- g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children's lives.

A.3. Counseling Plans

The professional school counselor:

- a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.
- b. Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

A.4. Dual Relationships

The professional school counselor:

- a. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (e.g., counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.
- b. Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship.

A.5. Appropriate Referrals

The professional school counselor:

Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor:

- a. Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to

protect members from physical and psychological harm resulting from interaction within the group.

- b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.
- c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
- d. Follows up with group members and documents proceedings as appropriate.

A.7. Danger to Self or Others

The professional school counselor:

- a. Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.
- b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

A.8. Student Records

The professional school counselor:

- a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
- b. Keeps sole-possession records separate from students' educational records in keeping with state laws.
- c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.
- d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

A.9. Evaluation, Assessment, and Interpretation

The professional school counselor:

- a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.
- b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.
- c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
- d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.
- e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.
- f. Uses caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- g. Assesses the effectiveness of his/her program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

The professional school counselor:

- a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.
- b. Advocates for equal access to technology for all students, especially those historically underserved.
- c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.
- d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.
- e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

A.11. Student Peer Support Program

The professional school counselor:

Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

B. Responsibilities to Parents/Guardians

B.1. Parent Rights and Responsibilities

The professional school counselor:

- a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student's maximum development.
- b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student's effectiveness and welfare.
- c. Respects the confidentiality of parents/guardians.
- d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and non-custodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality

The professional school counselor:

- a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.
- b. Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.
- c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
- d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. Responsibilities to Colleagues and Professional Associates

C.1. Professional Relationships

The professional school counselor:

- a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.

- b. Treats colleagues with professional respect, courtesy, and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.
- c. Is aware of and utilizes related professionals, organizations, and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

The professional school counselor:

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
- b. Provides professional personnel with accurate, objective, concise, and meaningful data necessary to adequately evaluate, counsel, and assist the student.
- c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.
- d. Is knowledgeable about release of information and parental rights in sharing information.

D. Responsibilities to the School and Community

D.1. Responsibilities to the School

The professional school counselor:

- a. Supports and protects the educational program against any infringement not in students' best interest.
- b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and counselor.
- c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.
- d. Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.
- e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.
- f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.
- g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental needs, and (3) a systematic evaluation process for comprehensive, developmental, standards-based

school counseling programs, services, and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

- a. Collaborates with agencies, organizations, and individuals in the community in the best interest of students and without regard to personal reward or remuneration.
 - b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.
-

E. Responsibilities to Self

E.1. Professional Competence

The professional school counselor:

- a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
- b. Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.
- c. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career.

E.2. Diversity

The professional school counselor:

- a. Affirms the diversity of students, staff and families.
 - b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.
 - c. Possesses knowledge and understanding about how oppression, racism, discrimination, and stereotyping affects her/him personally and professionally.
 - d. Acquires educational, consultation, and training experiences to improve awareness, knowledge, skills, and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, and appearance.
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F. Responsibilities to the Profession

F.1. Professionalism

The professional school counselor:

- a. Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.
- c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student's identity when using data for research or program planning.
- d. Adheres to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement, and the ASCA National Model, and relevant statutes established by federal, state, and local governments, and when these are in conflict works responsibly for change.
- e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice, or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships, or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

- a. Actively participates in local, state, and national associations fostering the development and improvement of school counseling.
- b. Contributes to the development of the profession through the sharing of skills, ideas, and expertise with colleagues.
- c. Provides support and mentoring to novice professionals.

G. Maintenance of Standards

Ethical behavior among professional school counselors, association members, and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues or if counselors are forced to work in situations or abide by policies that do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.

2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association, and ASCA's Ethics Committee.
4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
 - state school counselor association
 - American School Counselor Association
5. The ASCA Ethics Committee is responsible for:
 - educating and consulting with the membership regarding ethical standards
 - periodically reviewing and recommending changes in code
 - receiving and processing questions to clarify the application of such standards; questions must be submitted in writing to the ASCA Ethics chair.
 - handling complaints of alleged violations of the ethical standards. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

H. Resources

School counselors are responsible for being aware of, and acting in accord with, standards and positions of the counseling profession as represented in official documents such as those listed below:

American Counseling Association. (1995). Code of ethics and standards of practice. Alexandria, VA. (5999 Stevenson Ave., Alexandria, VA 22034) 1 800 347 6647 www.counseling.org.

American School Counselor Association. (1997). The national standards for school counseling programs. Alexandria, VA. (801 North Fairfax Street, Suite 310, Alexandria, VA 22314) 1 800 306 4722 www.schoolcounselor.org.

American School Counselor Association. (1998). Position Statements. Alexandria, VA.

American School Counselor Association. (1998). Professional liability insurance program. (Brochure). Alexandria, VA.

Arrendondo, Toperek, Brown, Jones, Locke, Sanchez, and Stadler. (1996). Multicultural counseling competencies and standards. Journal of Multicultural Counseling and Development . Vol. 24, No. 1. See American Counseling Association.

Arthur, G.L. and Swanson, C.D. (1993). Confidentiality and privileged communication. (1993). See American Counseling Association.

- Association for Specialists in Group Work. (1989). Ethical Guidelines for group counselors. (1989). Alexandria, VA. See American Counseling Association.*
- Corey, G., Corey, M.S. and Callanan. (1998). Issues and Ethics in the Helping Professions. Pacific Grove, CA: Brooks/Cole. (Brooks/Cole, 511 Forest Lodge Rd., Pacific Grove, CA 93950) www.thomson.com.*
- Crawford, R. (1994). Avoiding counselor malpractice. Alexandria, VA. See American Counseling Association.*
- Forrester-Miller, H. and Davis, T.E. (1996). A practitioner's guide to ethical decision making. Alexandria, VA. See American Counseling Association.*
- Herlihy, B. and Corey, G. (1996). ACA ethical standards casebook. Fifth ed. Alexandria, VA. See American Counseling Association.*
- Herlihy, B. and Corey, G. (1992). Dual relationships in counseling. Alexandria, VA. See American Counseling Association.*
- Huey, W.C. and Remley, T.P. (1988). Ethical and legal issues in school counseling. Alexandria, VA. See American School Counselor Association.*
- Joint Committee on Testing Practices. (1988). Code of fair testing practices in education. Washington, DC: American Psychological Association. (1200 17th Street, NW, Washington, DC 20036) 202 336 5500*
- Mitchell, R.W. (1991). Documentation in counseling records. Alexandria, VA. See American Counseling Association.*
- National Board for Certified Counselors. (1998). National board for certified counselors: code of ethics. Greensboro, NC. (3 Terrace Way, Suite D, Greensboro, NC 27403-3660) 336 547 0607 www.nbcc.org.*
- National Board for Certified Counselors. (1997). Standards for the ethical practice of webcounseling. Greensboro, NC.*
- National Peer Helpers Association. (1989). Code of ethics for peer helping professionals. Greenville, NC. PO Box 2684, Greenville, NC 27836. 919 522 3959. nphaorg@aol.com.*
- Salo, M. and Schumate, S. (1993). Counseling minor clients. Alexandria, VA. See American School Counselor Association.*
- Stevens-Smith, P. and Hughes, M. (1993). Legal issues in marriage and family counseling. Alexandria, VA. See American School Counselor Association.*
- Wheeler, N. and Bertram, B. (1994). Legal aspects of counseling: avoiding lawsuits and legal problems. (Videotape). Alexandria, VA. See American School Counselor Association.*
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Montana Code of Ethics for Educators

Adopted by the Certification Standards and Practices Advisory Council (CSPAC)

Montana educators make the well-being of students the fundamental value in all decisions and actions.

1. Do I help students recognize and reach their academic potential?
2. Do I make every effort to protect students from conditions harmful to learning or health and safety?
3. Do I take care not to expose students to unnecessary embarrassment or disparagement?
4. Do I treat all students with concern and respect?
5. Do I choose discipline strategies carefully, as means to instruct and assert principles, rather than to vent anger?
6. Do I forgive students their indiscretions, not giving in to vindictiveness or recrimination?
7. Do I allow students access to varying points of view?

Montana educators fulfill professional responsibilities with diligence and integrity.

1. Do I fulfill my obligations in a timely manner?
2. Do I take care not to make personal use of school property?
3. Do I refuse any gift, favor or gratuity which might influence, or appear to influence, my professional judgment?
4. Do my extracurricular involvement enhance, rather than interfere with, my effectiveness as an educator?
5. Do I refrain from using coercion or the promise of favor to influence colleagues?
6. Am I honest about my qualifications and those of fellow educators?

Montana educators protect the civil and human rights of all students and colleagues.

1. Do I provide equal opportunities for all students?
2. Do I keep personal information about a student or colleague confidential unless disclosure serves a compelling professional or legal purpose?
3. Do I refrain from interfering with colleagues' exercise of their political and professional rights and responsibilities?
4. Do I recognize that students have a right to privacy and to due process?
5. Do I show a tolerance for points of view which differ from mine, both in and out of the classroom?

Montana educators know the rules, policies, regulations, and laws governing their professional conduct.

1. Am I aware of the statutes which regulate my conduct as an educator?
2. Have I read my contract and do I understand its demands upon me and my employer?
3. Do I familiarize myself with school rules and policies which affect my conduct?

Montana educators pursue appropriate measures to change rules, policies, regulations, and laws which are not consistent with sound educational goals.

1. Do I use professional procedures to evaluate conditions and practices?
2. Do I report unsound educational practices to the appropriate person?
3. Do I attempt to keep my employer informed of conditions that make it difficult or impossible for me to fulfill my contract?
4. Do I work through appropriate channels to improve the contract?
5. Do I work to change unsound policies, rules, regulations and laws?

Montana educators recognize parents and the public as integral parts of the school community and encourage their involvement in education.

1. Do I keep parents informed about the progress of their children?
2. Do I seek parents' help in educating their children?
3. Do I take care not to suppress or distort information relevant to students' progress?
4. Do I present facts about educational matters accurately in direct and indirect public expressions?
5. Do I recognize the right of the public to participate in the formulating of the educational program?
6. Do I endeavor to know and understand the community cultures and the home environments of my students?
7. Do I assist in creating an educational program which reflects the needs and standards of the community and society?

Montana educators maintain professional standards and seek to improve the effectiveness of the profession.

1. Do I assess my own professional effectiveness and take steps to improve it?
2. Do I involve myself in professional organizations and activities?
3. Do I refrain from making critical or malicious comments about colleagues?
4. Do I cooperate in the selective recruitment of prospective educators?
5. Do I assist in the orientation of novice teachers, interns and student teachers?
6. Do I work with my colleagues to build a positive environment?

Montana educators exemplify and foster a philosophy of education which encourages a lifelong pursuit of learning.

1. Do I seek to further my education in and beyond my field, to keep current, to broaden my knowledge and to expand my expertise?
2. Do I take care not to suppress or distort subject matter relevant to a student's intellectual growth?
3. Do I encourage students to take independent action in their own pursuit of learning?
4. Do I encourage a love of learning in my students?

The American Federation of Teachers (AFT) and the National Education Association (NEA) have each published their own code of ethics for the profession. These codes are very similar to the

Montana code, focusing on a commitment to the student, to the profession, honesty within profession relationships, and integrity of purpose.

APPENDIX I
MONTANA CHILD ABUSE/NEGLECT LAW

(Source: Montana State University Bozeman Student Teacher Handbook, used with permission)

You do not need to have “hard” evidence because you are reporting suspicions; state them as suspicions, not as facts. Montana Statutes state (summarized):

“When professionals and officials know or have reasonable cause to suspect, as a result of information they receive in their professional or official capacity, that a child is abused or neglected, they shall report the matter promptly to the department of family services or its local affiliate, which then shall notify the county attorney of the county where the child resides.”

Note that a teacher must report directly to social services. Under Montana law, if any school staff member has reasonable cause to suspect that a child is being abused or neglected, it remains that individual’s obligation to see that the situation is reported. Reporting your concerns to the principal does not satisfy the reporting requirement.

Definitions:

- “Child” or “youth” means any person less than 18 years of age.
- An “abused or neglected child” means a child whose normal physical or mental health or welfare is harmed or threatened with harm by the acts or omissions of his parent or other person responsible for his welfare. Professionals and officials required to report are...schoolteachers, other school officials, and employees who work during regular school hours.

Immunity from liability:

Anyone reporting any incident of child abuse or neglect, is immune from any liability, civil or criminal, that might otherwise be incurred or imposed, unless the person acted in bad faith or with malicious purpose.

Penalty for Failure to Report:

Any person, official, or institution required by law to report known or suspected child abuse or neglect who fails to do so or who prevents another person from reasonably doing so is civilly liable for the damages proximately caused by such failure or prevention. They are also guilty of a misdemeanor.

How to Report:

Report, by phone, any suspected child abuse case promptly to the local Family Services Office. Include:

- The names and addresses of the child and his or her parents or other persons responsible for his or her care
- To the extent known, the child’s age, the nature and extent of the child’s injuries, including any evidence of previous injuries
- Any other information that the maker of the report believes might be helpful in establishing persons responsible therefore; and
- The facts which led the person reporting to believe that the child has suffered injury or injuries or willful neglect, within the meaning of this chapter.

APPENDIX J
SITE MENTOR DOCUMENTS

SITE MENTOR AGREEMENT
IRS W-9 TAX FORM (in Site Mentor Folder)

**MSU BILLINGS
COLLEGE OF EDUCATION
SITE MENTOR AGREEMENT**

Site Mentor

Date

Address

e-Mail

School Counseling Intern

Semester (Fall/Spring/Summer Year)

School

Office/Classroom Phone

I agree to host a school counseling intern for the semester designated above. I agree to follow the policies and procedures as outlined in the School Counseling Internship Guidebook. Duties as outlined include but are not limited to the following:

- Completing two (2) formal observation evaluations
- Completing one (1) Dispositions Observation mid experience and additional reports as necessary
- Assisting the intern with completion of the Diversity Report
- Assisting the intern with completion of the Service Learning Report

I understand that I will be compensated at the rate of \$250 per intern or 2 graduate credits upon enrollment in EDCI 593. Said compensation will be issued under the following conditions;

- Submit at the beginning of the student teaching placement: This agreement and an IRS W-9 form to Room 261, College of Education, MSU Billings
- Submission of two (2) formal observation evaluations
- Submission of one (1) Dispositions Observation mid experience and additional reports as necessary
- Submission of one (1) Diversity Report
- Submission of one (1) Service Learning Report
-

ump sum compensation will be received following submission of the materials listed above.

L

Site Mentor Signature

Date

APPENDIX K
UNIVERSITY SUPERVISOR DOCUMENTS

UNIVERSITY SUPERVISOR AGREEMENT
TRAVEL APPROVAL FORM (in University Supervisor Folder)
TRAVEL MILEAGE LOG (in University Supervisor Folder)

**MSU BILLINGS
COLLEGE OF EDUCATION
UNIVERSITY SUPERVISOR AGREEMENT**

University Supervisor **MSU Billings ID #**

Address

e-Mail **Office/Classroom Phone**

- 1** _____
- 2** _____
- 3** _____
- 4** _____
- 5** _____
- 6** _____
- 7** _____
- 8** _____
- 9** _____
- 10** _____

School Counseling Interns	Schools	Semester (Fall/Spring/Summer Year)
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I agree to supervise student teachers for the semester designated above. I agree to follow the policies and procedures as outlined in the Student Teacher Guidebook. Duties as outlined include but are not limited to the following:

- Completing two (2) formal observation evaluations
- Comparing observation results with the Site Mentor to assure reliability of ratings

I understand that I will be compensated at the rate of \$250 per school counseling intern or 2 graduate credits upon enrollment in EDCI 593 (in lieu of an honorarium for one intern) and mileage at state rates. Said compensation will be issued under the following conditions;

- Submit at the beginning of the school counseling placement: New Employee Information Forms (distant University Supervisors only) and University Supervisor Agreement
- Submission of two (2) formal observation evaluations
- Submission of a Travel Authorization form before travel occurs
- Submission of a Travel Log after travel has occurred
- Submission of bi-weekly timesheets (local University Supervisors only) Payment will be bi-weekly according to the MSU Billings pay schedule
- Lump sum compensation will be received following submission of the materials listed above

University Supervisor Signature **Date**