

**ILLINOIS SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM (ISPIC)**  
**LETTER OF AGREEMENT**  
**2024-2025**

The Illinois School Psychology Internship Consortium (ISPIC) is made up of Partnering Sites each of which has a Training Committee of one or more licensed clinical and certified school psychologists. Each Site provides evidence of training in a range of psychological assessment, consultation, and intervention activities conducted directly with recipients of psychological services. The training is primarily based on experiential learning that provides psychological services directly to consumers. See Appendix A for descriptions of the current Partnering Sites.

ISPIC has a Training Director and a Governing Board, which is made up of Training Supervisors and administrators from the Partnering Sites, school psychology program faculty from the four collaborating universities, intern representatives, and the Training Director. The mission of ISPIC is to train interns to provide the highest quality educational and mental health services for children and families.

Partnering Sites are committed to these shared training aims:

Commensurate with entry-level professional psychologists, exiting interns will:

Aim #1: engage in culturally competent service delivery.

Aim #2: consistently integrate research and practice.

Aim #3: solve complex academic, behavioral, social-emotional, and mental health problems. Aim #4: engage in ethical/legal practice, on-going professional development, and contributions to the field.

Therefore, each Partnering Site (or combination of Partnering Sites) agrees to the following obligations as a way to ensure a stable and high-quality internship experience for pre-doctoral interns in school psychology.

1. Demonstrates a philosophy that is consistent with the mission of ISPIC, espousing:

- A practitioner-scientist model of training
- A respect and appreciation for diversity
- A commitment to ethical/legal practice
- A developmental-ecological orientation involving collaborative, data-based problem-solving • Prioritization of interns' broadened knowledge base and skill development and refinement • Empirically supported services and the use of strategies supported in the psychological/educational literature with regard to assessment, prevention/intervention, and consultation
- Experiential learning with extensive, structured supervision

2. Offers training experiences:

- In the form of an organized program which, in contrast to a supervised on-the job training experience, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose are assuring breadth and quality of training.
- That are not otherwise available in ISPIC (e.g., diverse population/clientele) and/or in a setting or area that presents unique service-delivery needs (e.g., rural locale).
- That increase ISPIC's opportunities to attract, recruit, and retain excellent applicants from school psychology programs.

3. Agrees to the requirements of ISPIC, including:

- Representation at Governing Board meetings & Orientation
- Interns' attendance at monthly ISPIC meetings
- Following the ISPIC Policies and Procedures
- Annual selection and hiring of intern(s) with no more than two consecutive years inactive status • Recruitment of all doctoral-level school psychology interns through APPIC and the National Matching Service.
- A stipend as advertised
  - Minimum of \$23,000 for new sites as of 2022 with mileage reimbursement for ISPIC events.
  - Existing sites' minimums (as of 2022) must be at the rate approved by the ISPIC Governing Board with the goal being to increase to the minimum.

- A 2000-hour, 12-month experience with both special and general education students ages 3-21 (minimum of 600 direct service/minimum 600 in schools)
4. Allows interns and supervisors appropriate time release from duties to support a meaningful supervision program. The agency has a designated doctoral-level psychologist, hired by the site, who is responsible for the integrity and quality of the training program, actively licensed by the Illinois Department of Financial and Professional Regulations and present at the site for a minimum of 20 hours per week. The Site provides documentation that supervisors are clearly designated as clinically responsible for the cases (e.g., countersigning documentation or having their Name on the treatment plan or case summary). At least two hours per week of regularly scheduled (i.e., face-to-face) supervision will be provided by one or more doctoral-level clinically licensed psychologists. At least one hour per week of supervision must be provided by a certified school psychologist with a minimum of three years' experience. Likewise, unstructured or informal supervision opportunities individually or in group format are available (e.g., via phone contact, staffings) for an additional two hours per week beyond the two hours of licensed supervision. Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern. Telesupervision (synchronous video and audio modality) may not account for more than 1 hour (50%) of the required 2 weekly hours of individual licensed supervision, and 2 hours (50%) of the required 4 hours of weekly total supervision. Supervision beyond minimum levels may be provided in a modality deemed appropriate by the site and ISPIC Governing Board. The regular use of telesupervision requires the site to compile a formal telesupervision policy, approved by the ISPIC Board.
  5. Commits to upholding all relevant APA and NASP standards as they relate to ethical practice and training.
  6. Site agrees to comply with all applicable federal and state nondiscrimination, equal opportunity and affirmative action laws, orders, and regulations. Site shall not engage in unlawful discrimination or harassment against any person because of race, color, ancestry, national origin, religion, pregnancy, sexual orientation, order of protection, gender identity and expression, age, marital status, disability, genetic information, unfavorable military discharge, status as a veteran, or sex (including sexual harassment, sexual assault, domestic violence, dating violence, and stalking). The Site agrees to cooperate with any investigation and/or complete its own review and provide a written outcome of its appropriate review and handling of any complaints of discrimination or harassment made by participating students arising out of this Agreement.
  7. Implements an organized sequential training program that is tailored to meet the interns' individual needs and meet shared ISPIC goals. The Site specifies types of scheduled didactic experiences that are available to meet the training needs of their interns. Interns engage in an average of two hours per week in didactic activities, which may include guided self-study, workshops, professional conferences, seminars, in-service training, or grand rounds within their unique setting. ISPIC provides an additional 8 hours per month of scheduled training experiences through required monthly intern seminars. Training components generic to all Sites in addition to clinical services include:
    - A. Required Activities. The intern will complete a series of work products in the nine APA Profession Wide Competencies of the internship plan. Supervisors will evaluate these work products to determine performance that is "acceptable and typical" for an entry-level professional psychologist.
    - B. Hours Log. The interns must document how their time is spent to provide a record for formative evaluation. They will use a logging system to allow for review by their Training Supervisors, Training Director, and their university program faculty.
    - C. Participation in Monthly Training Seminars: Topics for the seminars are consistent with the APA Profession-Wide Competencies and NASP Domains of Practice outlined in the Internship Training Manual. Supervisors from each agency are encouraged to present at seminars. Each month the interns will rotate presentation of cases to the internship cohort to receive input from other supervisors and interns as well as disseminate empirically supported techniques specific to their Sites to the entire class.

8. Provides timely evaluations of each intern. Formal ratings of objectives are done twice, and narrative paragraphs and verbal discussions are completed four times each year. Training Supervisors discuss evaluations with interns. Training Supervisors provide the ISPIC Training Director with written documentation of progress.
9. Designates Resources. Agency administrators will designate appropriate materials, space, equipment, and professional/clerical staff to support the ISPIC program. They will allocate funds for ISPIC fees to be paid by August 1 each year.
10. Communicates with ISPIC. Training Supervisors will notify the Training Director of changes in faculty or Training Supervisor responsibilities or availability to the pre-doctoral internship program. Partnering Site supervisors and administrators understand that once they have submitted a rank ordered list of applicants for the National Match that they have committed to taking the matched intern and complying with this Letter of Agreement for the following training year.

The Training Director of ISPIC agrees to the following obligations as a way to ensure a stable and high-quality internship experience for pre-doctoral interns in school psychology:

1. Coordinate the ISPIC-wide planned, programmed sequence of training activities and uphold all relevant APA and NASP standards as they relate to ethical practice and training.
2. Facilitate communication between Training Supervisors and interns at Partnering Sites.
3. Oversee implementation of Due Process & Grievance Procedures when necessary.
4. Coordinate and conduct Governing Board meetings.
5. Coordinate the intern recruitment, application, and interview process for a national pool of applicants.
6. Maintain on-going documentation of internship outcomes.
7. Communicate with interns' home universities regarding intern progress a minimum of two times in conjunction with the internship site.
8. Develop documents for APPIC listing and APA accreditation.
9. Ensure agency knowledge and on-going compliance with APPIC/APA requirements.

It is understood that, when a Partnering Site is unable or unwilling to fully comply with all the obligations described herein, the Training Director will bring this to the attention of the Site and the ISPIC Development Committee. If the Development Committee determines that the Partnering Site is unable or unwilling to fulfill the obligations, a recommendation will be made to the Site to withdraw its membership. If the Site does not do so, the Development Committee will make a recommendation to the larger Governing Board that the Site's membership be discontinued. If this process impacts current interns, the Intern Concerns Committee will be involved in determining the best course of action for the trainees.

Illinois School Psychology Internship Consortium  
 Campus Box 4625  
 Normal, IL 61790

\_\_\_\_\_  
 Signature of Training Director      Date

\_\_\_\_\_  
 Printed Name of Training Director

**District 15 Palatine**  
580 North 1<sup>st</sup> Bank Dr.  
Palatine, IL 60067

\_\_\_\_\_  
Signature of Site Representative      Date

\_\_\_\_\_  
Printed Name of Site Representative

**Edwardsville Community Unit School District 7**  
708 St. Louis St  
Edwardsville, IL 62025

\_\_\_\_\_  
Signature of Site Representative      Date

\_\_\_\_\_  
Printed Name of Site Representative

*--In Partnership with--*

**Southern Illinois University Edwardsville/Metro East Public Schools**  
Edwardsville, IL 62026

\_\_\_\_\_  
Signature of Site Representative      Date

\_\_\_\_\_  
Printed Name of Site Representative

**Evergreen Coaching and Counseling, Inc.**  
2500 Galen Dr. Suite 4  
Champaign, IL 61821

\_\_\_\_\_  
Signature of Site Representative      Date

\_\_\_\_\_  
Printed Name of Site Representative

*--In Partnership with--*

**Vermillion Association for Special Education**  
15009 Catlin-Tilton Road  
Danville, IL 61834

\_\_\_\_\_  
Signature of Site Representative      Date

\_\_\_\_\_  
Printed Name of Site Representative

**Livingston County Special Services Unit**

205 N. Adams St.  
Flanagan, IL 61740

\_\_\_\_\_  
Signature of Site Representative      Date

\_\_\_\_\_  
Printed Name of Site Representative

**Maine District 207**

2601 West Dempster St.  
Park Ridge, IL 60068

\_\_\_\_\_  
Signature of Site Representative      Date

\_\_\_\_\_  
Printed Name of Site Representative

**Southern Illinois University, School of Medicine, Dept of Pediatrics**

PO Box 19658  
Springfield, IL 62794

\_\_\_\_\_  
Signature of Site Representative      Date

\_\_\_\_\_  
Printed Name of Site Representative

*--In Partnership with--*

**Springfield Public Schools, District 186**

1900 West Monroe St.  
Springfield, IL 62704

\_\_\_\_\_  
Signature of Site Representative      Date

\_\_\_\_\_  
Printed Name of Site Representative

**Wabash Ohio Valley Special Education District**

**(WOVSED)** 800 S. Division St.  
Norris City, IL 62869

\_\_\_\_\_  
Signature of Site Representative      Date

\_\_\_\_\_  
Printed Name of Site Representative

*--In Partnership with--*

**Egyptian Public and Mental Health Department**  
1412 US 45 North  
Eldorado, IL 62930

\_\_\_\_\_  
Signature of Site Representative      Date

\_\_\_\_\_  
Printed Name of Site Representative

**Township High School District 211**  
1750 S. Roselle Rd.  
Palatine, IL 60061

\_\_\_\_\_  
Signature of Site Representative      Date

\_\_\_\_\_  
Printed Name of Site Representative

### **Appendix A: 2024-2025 ISPIC Partnering Site Descriptions**

The following 12 partnerships have been formed to provide a total of 13 unique training experiences within ISPIC. In some cases, partnerships of two or more entities were necessary in order to meet the aforementioned training criteria of the American Psychological Association and/or the National Association of School Psychologists.

#### **District 15 Palatine**

Community Consolidated School District 15 serves over 12,000 students in grades Pre-K through 8th in seven northwest suburban communities: Palatine, Rolling Meadows, Hoffman Estates, Inverness, South Barrington, Arlington Heights, and Schaumburg. The district is located about 35 miles northwest of Chicago, IL. The student population is diverse with over 75 languages or dialects spoken. All buildings have a well-developed MTSS for academic, social, emotional, and behavioral needs. A focus of the internship involves working with diverse populations to provide culturally responsive practices for students and families. Opportunities include facilitation of evidence-based instructional and mental health practices, systems-level consultation, and leadership with MTSS and PBIS. Stipend: \$23,000

#### **Edwardsville Community School District 7 & Metro East Public Schools**

School psychologists in Edwardsville Community Unit School District serve as a resource for students in general education and special education, teachers, administration, and parents, in a district serving approximately 7,600 students. Interns participate in a variety of settings and grade levels, maximizing exposure to low and high incidence disabilities, as well as students from a variety of socioeconomic and culturally diverse backgrounds. Through an established partnership with Southern Illinois University Edwardsville, doctoral interns provide seamless support, initiating in clinic-based diagnostic activities and progressing to implementing educational programs with fidelity. Triad Community Unit School District #2 is partnering with Southern Illinois University Edwardsville in the doctoral internship program for the first time in the 2024 – 2025 school year, and we are excited to be a part of this collaborative experience. The district is committed to providing more support for our students and staff and hired an additional school psychologist for the 2023-2024 school year. This allowed each of our four larger buildings to have one dedicated school psychologist in the building at all times, and for our two smaller buildings to share a school psychologist. We look forward to working with a doctoral intern who will have full access to all of our buildings and programs. School psychologists serve as a resource for students in general education and special education, to teachers, administration, and parents. The psychology intern provides direct client services, assists in supervision of

graduate practicum students, and has opportunities to teach in the psychology department. Stipend: \$23,000

**Evergreen Coaching and Counseling Services, Inc. & Vermilion Area Special Education** Evergreen Coaching and Counseling, Inc. is a dynamic private practice that services a variety of clients in Champaign-Urbana and surrounding counties. The clinical opportunities include State-contracted evaluations, as well as evaluations referred from the University of Illinois, school districts, hospitals, and the community. Interns will also carry a caseload of clients seeking mental health counseling and academic coaching. The intern is shared with Vermilion Area Special Education, a Special Education Cooperative serving 11 rural community districts surrounding the city of Danville, IL. Intern opportunities include direct services (e.g., providing counseling to students), systems-wide and behavioral consultation with student support and teaching staff, and assessment (e.g., academic, intellectual, social-emotional). Stipend: \$20,000

#### **Livingston County Special Services Unit**

Livingston County Special Services Unit (LCSSU) is a cooperative known for its progressive practices and its history of training school psychology doctoral students. Having implemented "flexible service delivery" for many years, many of the cooperative's member districts have well-established RtI programs for academics and have developed the three-tiered model for social-emotional learning. The intern's training experience is individualized, but typically involves counseling in a school-based health center, serving as a coach to schools implementing Positive Behavior Intervention Supports, participating in transdisciplinary play-based assessments, and providing specialized programming for children with autism spectrum disorders. Stipend: \$30,000

#### **Maine District 207: Maine East High School, Main West High School**

Maine Township High School District serves over 6,500 culturally diverse students in Des Plaines and Park Ridge as well as parts of other neighboring communities. Maine Township High Schools are acknowledged to be among the nation's best. There are two tracks available in Maine Township- Maine East High School and Maine West High School. Stipend: \$20,000

Maine East High School is widely acknowledged to be one of the most culturally rich, ethnically, and socio-economically diverse high schools in the country. Having over fifty different languages and nationalities and a range of socio-economical classes well represented, interns have the opportunity to have many unique and challenging experiences. The faculty and staff here embrace diversity and are committed to facing the challenges of this unique population. You will find Maine East to be a very stimulating educational environment that offers interns a variety of school and clinical psychology opportunities with a depth of supervision. Interns leave Maine east confident in their therapy, assessment, and consultation skills due to the range, depth, and complexity of their experiences at Maine East.

Maine West High School is a high school located 30 minutes from Chicago. It serves the Des Plaines, IL community. Maine West serves about 2,000 students. The student demographics make up a diverse ethnic population with a range of socioeconomic backgrounds. 14% of the students are identified as multilingual learners and families have indicated a variety of languages spoken in the home. District 207 understands that "getting it right for every student" is a complex endeavor that requires support and attention that goes well beyond academics. School is a student's home away from home ... and just like at home, the adults need to continue their learning journeys (Adult Learning) to meet the changing needs of the family. District 207 strives to meet every student where they are (Multi-Tiered Systems of Support) to help them reach their fullest potential.

#### **SIU School of Medicine & Springfield Public Schools District 186**

SIU School of Medicine encompasses a complete sequence of programs beginning with undergraduate medical education and progresses through residency training, fellowships, and continuing education for practicing physicians. The internship is 50% located in the St. John's Pavilion and the St. John's Children's Hospital and 50% Springfield School District 186. At SIU, the psychology intern completes evaluations of and/or provides treatment to children who are referred by faculty and residents, as well as other referring physicians or agencies. Interns are involved in the Developmental Continuity Clinic where they provide diagnostic services for at-risk infants in the 6-month to 3-year age range, as well as the Pediatric Psychology Service. The latter is an outpatient setting where interns perform assessments and provide intervention services to infants, children, and adolescents (and their families). Learning difficulties, ADHD, behavioral problems, adjustment issues and other problems are addressed.

Teaching medical students and residents occurs in all settings. The intern has the opportunity to gain experience in assessment and intervention within a multi-disciplinary approach (neurology, genetics, etc.). The patient population is diverse racially and fiscally. The intern works collaboratively with medical interns on their Developmental and Behavioral Rotation and is supervised by a licensed psychologist.

Springfield Public Schools District 186 takes pride in offering a variety of programs and internship experiences involved in meeting the needs of a diverse, urban student body, a large private/parochial student population in the community for which special education diagnostics and services are provided by the district. The district is committed to progressive, research-based practices designed to improve achievement for all students. Interns become involved in diagnostic, consultation, prevention, direct service, and crisis intervention roles while working in coordination with their school psychology supervisor. Throughout the year, activities are designed to promote increasing independence of the intern as deemed appropriate by both the supervisor and the intern. Stipend: \$23,000

### **Southeastern Illinois System of Care; Egyptian/WOVSED**

Egyptian Public & Mental Health Department (EHD) and Wabash Ohio Valley Special Education District (WOVSED) co-lead one of the Southeastern Illinois System of Care sites. The Southeastern Illinois System of Care is made up of organizations that collaborate and partner together to meet the needs of children, adolescents, and families that have a variety of needs. Training within this site will provide contact to and coordination with many other service organizations within the network in order to serve children and families. Interns will spend time within both school and clinical settings that engage in a collaborative, multi-tiered system of service provision.

Egyptian Public & Mental Health Department (EHD) is a community-based behavioral health agency located in southern Illinois that serves clients of all ages with a variety of needs related to mental health and substance use. With over 160 staff members, 40 staff working within the Child & Adolescent Division, and 70 years serving the community, EHD currently serves as the lead agency for the Project Connect and Integrated Care for Kids (InCK) and Adults (InCA) systems of care for mental health for the southeastern region.

Wabash Ohio Valley Special Education District (WOVSED) is a special education joint agreement between 21 school districts located across southeastern Illinois. WOVSED provides special education services and resources to the students, parents, teachers, and administrators within the area. Stipend: \$23,000.

### **Township High School District 211: High School, Academy**

Township High School District 211 includes five high schools that serve approximately 13,000 students in grades 9-12 in the Palatine, Schaumburg, Hoffman Estates, and surrounding communities northwest of Chicago. The intern completes a 20-day placement within the local elementary/junior high school district. That experience includes rotations within early childhood, elementary, and junior high school settings and/or the therapeutic high school program. Supervision is provided by a licensed clinical psychologist and certified school psychologist. There are two tracks available in Township District 211: High School and Academy. Stipend: \$28,000

The D211 High School Track internship is focused on providing an intern therapeutic, consultative, and assessment experience in a fast-paced, large, innovative high school setting with diverse population needs. The intern will gain significant experience and broadened their knowledge of both therapy and assessment. The intern will also be involved crisis intervention including threat assessment, suicide assessment, and mandated reporting. Interns will also have experience maintaining a diverse caseload of special education and regulation education students for individual counseling as well as co-facilitating a therapeutic group on a weekly basis. Lastly, interns will gain significant experience functioning in a leadership role for IEP teams and with collaborating on multidisciplinary teams focused on building wide and district wide prevention and intervention efforts.

The D211 Academy Track is focused on providing an intern experience in a smaller, cohesive educational setting with intensive therapeutic support tailored to meet the individual needs of the special education population it serves. The intern will gain valuable experience with specialized testing with unique low incidence student populations. At the therapeutic school, interns will also be involved with student crises which may require threat assessment, suicide assessment, and team response to maximize student safety. Interns will also have experience maintaining a small caseload of students for individual counseling as well as co-facilitating a therapeutic group on a daily basis.