

ILLINOIS SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM (ISPIC)
LETTER OF AGREEMENT
2022-2023

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 113 Deerfield High School
433 Vine Ave.
Highland Park, IL 60035

Signature of Site Representative

Date

Printed Name of Site Representative

District 15 Palatine
580 North 1st Bank Dr.
Palatine, IL 60067

Signature of Site Representative

Date

Printed Name of Site Representative

University of Illinois, Disability Resources and Educational Services
1207 S. Oak
Champaign, IL 61820

Signature of Site Representative

Date

Printed Name of Site Representative

--In Partnership with--

University of Illinois Laboratory High School
1212 W. Springfield
Urbana, IL 61801

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
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

LaGrange Area Department of Special Education
1301 W Cossitt Ave
LaGrange IL 60525

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

TrueNorth Educational Cooperative 804
760 Red Oak Lane
Highland Park, IL 60035

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

Stress & Trauma Treatment Center
1200 Locust Street
Eldorado, IL 62930

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: 2022-2023 ISPIC Partnering Site Descriptions

The following 12 partnerships have been formed to provide a total of 14 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 113 Deerfield High School

Township High School District 113 is located in the north suburban area of Chicago. It is comprised of two high schools in Highland Park and Deerfield. District 113 strives to create caring learning communities that recognize relationships as the foundation of learning. District 113 is a member of the North Suburban Special Education District (NSSED), which provides a range of supplementary/related services to our schools, as well as programs for students with moderate to severe disabilities. All interns engage in a diverse array of experiences; the internship plan is often individualized to address areas of personal interest such as emotional disability, autism, consultation, cognitive behavioral therapy, transition planning or assessment and planning for specific low incidence populations. Stipend: \$27,000

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: \$20,000

Division of Disability Resources & Educational Services (DRES) at the University of Illinois & the University of Illinois Laboratory High School

DRES provides support services for 1000 students with physical, cognitive, and psychiatric disorders attending the University of Illinois at Urbana-Champaign. The intern is shared with the University Laboratory High School, which is a laboratory school located on the campus of the University of Illinois in Urbana, Illinois. Its enrollment is approximately 300 students, spanning five years. Admission to the school is highly selective. Stipend: \$20,000

Edwardsville Community School District 7 & Southern Illinois University at Edwardsville

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 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. The Attention and Behavior Clinic in the Psychology Department at SIUE conducts low-cost evaluations of children suspected of having Attention Deficit/Hyperactivity Disorder and provides consultation and parent training to families when needed. Comprehensive autism spectrum evaluations are also conducted. The psychology intern provides direct client services, assists in supervision of graduate practicum students, and has opportunities to teach in the psychology department. Stipend: 20,000

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

LaGrange Area Department of Special Education

LADSE is a special education joint agreement in the west suburbs of Chicago. It includes 13 elementary and 2 high school districts that serve a general education population of approximately 40,000 students and a population of approximately 5,000 students with disabilities. The population tends to be diverse in languages, SES, and student ability. LADSE brings a vision and primary value of inclusive education to the consortium. The internship position exists within the Early Childhood Education (ECE) program settings and among the cooperative districts. Internship opportunities include engaging in school psychological services in a variety of self-contained multi-district programs (serving students with autism, emotional/behavioral disabilities, phonological disorders, deaf and hard of hearing, and multiple disabilities) in addition to K-Grade 12 school psychology services in a range of school environments. These opportunities involve participating in a variety of coaching and consultation activities in addition to the primary placement within ECE. 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, Robert J. Frost Academy

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 Ralph J. Frost Academy. 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.

Ralph J. Frost Academy is a Public Therapeutic Day High School in Maine Township District 207 for students who have moderate to significant emotional and behavioral needs. All students referred to Frost Academy are students from District 207 high schools - Maine West, East and South. The goal of Frost Academy program is to provide a structured environment with positive reinforcement for appropriate behavior. A great deal of focus is devoted to promoting students' interpersonal skills, self-awareness and self-management skills, and helping students set and reach post-secondary goals. Interns gain a range of experiences including developing and refining clinical and assessment skills, consultation, and problem-solving.

TrueNorth Educational Cooperative 804

TrueNorth Educational Cooperative is a special education joint agreement in the north shore suburbs of Chicago. It includes sixteen elementary and four high school districts that serve a total student population of 40,000 students and their families. Interns often spend a portion of their time in the therapeutic day school, within Glenview Elementary, the early childhood program, and/or in a team of problem-solving coaches. There are three licensed clinical and certified school psychologists who provide supervision to up to three interns each year. Stipend: 20,000

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

The Southeastern Illinois System of Care is co-led by The Stress & Trauma Treatment Center and Egyptian Public & Mental Health Department. The Stress & Trauma Treatment Center is a specialized treatment and training center for high quality evidence-based practices to address the needs of individuals who have experienced adversity and trauma during their childhood. This Center was first developed as a program within Egyptian Public & Mental Health Department (EHD) and became a stand-alone center in 2019. EHD is a community-based behavioral health agency that serves all ages of clients with a variety of needs related to mental health and substance use. All interns train under the supervision of a licensed clinical psychologist serving children and families within clinic, school, primary care, and home-based settings. They also provide the full range of school psychological services to students and families under the supervision of a school psychologist in various school districts across the region. 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.