

MEMORANDUM OF UNDERSTANDING

The Benerd School of Education of the University of the Pacific and the **Mt. Diablo Unified School District** have entered into this understanding for the District's employment for the academic year, 8/25/2010 - 6/9/2011, of **DEIDRE RUBCICH** as a full-time, (Beginning/Ending Date) paid school psychologist intern. The agreement is in compliance with the School Psychologist Program for the University of the Pacific approved by the State Commission on Teacher Credentialing in October 2002.

Department of Educational
and School Psychology

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The DISTRICT appoints Kristina Henderson & Thomas Turner, a certified school psychologist employed by the DISTRICT, to serve as the supervising school psychologist to support, guide, and evaluate the intern, in collaboration with Dr. Linda Webster, Department Chair from the UNIVERSITY.

The UNIVERSITY agrees to accept the intern for three of School Psychology Internship (EPSY 398b) for each of the two semesters during the academic year involved, and will recommend the School Psychologist Credential at the end of the school district's academic year if the UNIVERSITY supervisor and the DISTRICT supervisor agree that the student has fully met the requirements of the internship.

The UNIVERSITY has admitted the student to its graduate program in School Psychology, is responsible for the student's eligibility for the internship, and is responsible for compliance with policies and regulations of the Commission on Teacher Credentialing.

The DISTRICT is responsible for providing the intern with diverse experience in school psychologist preparation in the form of all the activities normally expected of a district employed school psychologist.

The School Psychology Program within the School of Education of the University intends to provide its graduate students with the opportunity to transfer methodology and theories into applied situations by their participation in an internship experience. The faculty of the School Psychology Program are grateful for your assistance in preparing students for entry into the profession. The faculty expects that the student will complete at least 1200 clock hours of work during their internship experience. The faculty wants the student to have experiences in a number of objectives, and your review of these objectives is important for the intern's evaluation.

These experiences may include, but not be limited to:

1. **Role and Function:** Develop a knowledge base and understanding of the various roles and functions of the school psychologist, and be able to selectively deliver services from a variety of alternative models.
2. **Legal/Ethical:** Develop a knowledge base of federal and state laws, professional ethics, and professional standards and the skills to apply them in public and private educational agencies. Develop the skills to adhere to due process guidelines in major decisions affecting all students and to accepted standards in the practice of school psychology.
3. **Organization and Operation of Schools:** Develop an understanding of the organization and administration of public schools and the cultural, ethnic, religious and geographic diversity of the students, parents and staff served by school psychologists. Develop an awareness of community resources and the roles of other professionals in helping children, parents and school personnel. Develop the skills to foster and facilitate interagency partnerships among family, school, health care, and community agencies to create healthy school environments.
4. **Assessment:** Develop the skills to select, administer, score, and interpret psychoeducational tests for individuals of different ages, exceptionalities, and cultural backgrounds. Develop competence in the use of interviewing, functional behavioral assessment, and curriculum based methods. Develop the skills to integrate psychological and educational data into a psychological report and be able to link assessment results to educationally relevant interventions.
5. **Counseling:** Develop a counseling and mental health knowledge base and the skills to work with students who have educational, emotional, and/or behavioral problems to mitigate the emergence of enduring, unhealthy patterns of behavior. Develop a knowledge base and skills to help students, families and schools deal with crises, such as school violence, suicide and loss.
6. **Intervention:** Develop a knowledge base and the skills to identify controllable, causal aspects of social, emotional, and academic difficulties and be able to consult and collaborate in the design, implementation, and evaluation of interventions based on these aspects.
7. **Communication Skills:** Develop the oral and written communication and interpersonal skills necessary to communicate effectively with children, parents and school personnel from varied cultural, ethnic, religious and geographic backgrounds. Develop the interpersonal skills to function as team leaders in school-based multidisciplinary teams.
8. **Research:** Become educated consumers of research relating to school psychology and be able to apply these research findings to the development of solutions for educational and psychological problems. Be able to disseminate information from the school psychology knowledge base to promote healthy school environments.

9. **Emerging Technology:** Develop a familiarity with technological advances and the skills to identify potential applications of these advances as they relate to the practice of school psychology.

The faculty requests that the site supervisor:

1. Provide two hours of individual supervision each week.
2. Review and initial each entry from the student log to verify content.
3. Complete and submit midyear and final evaluation forms, which will be provided.
4. Hold a valid credential as a School Psychologist.

The parties of this contract are bound and hereby agree as follows:

Indemnification: Contractor shall and does hereby indemnify, defend, and hold harmless District, and District's officers, employees, agents and representatives from and against any and all claims, demands, losses, costs, expenses, obligations, liabilities, and damages, including, without limitation, interest penalties, and reasonable attorneys fees and costs, that District may incur or suffer and that arise, result from, or are related to any breach or failure of Contractor to perform any of the representations, warranties, and agreements contained in this agreement.

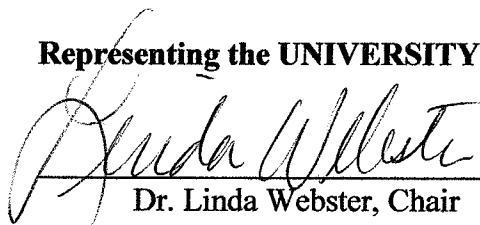
Insurance: Insurance shall be endorsed to include the District, its officers, officials, agents, employees and volunteers as additional insured with respect to liability arising out of work or operations performed by or on behalf of the Contractor. Such insurance shall contain a provision that the insurance afforded thereby to the District and its officers, officials, agents, employees and volunteers shall be primary insurance to the full limits of liability of the policy, and that if the District, its officers, officials, agents, employees and volunteers have other insurance against a loss covered by such a policy, such other insurance shall be excess insurance only.

1. Grant permission to the graduate student to conduct the internship experience at the Site. The intern shall function within the policies of the District.
2. Permit the graduate student to devote a minimum of 1,200 clock hours to the internship.
3. Appoint and designate a qualified person from the Site to:
 - (a) Schedule supervisory sessions.
 - (b) Cooperatively plan the schedule of activities/experiences to be conducted and practiced by the graduate student. Please see the attached syllabus for suggested and required activities and experiences.
4. Transportation to the Site shall be the responsibility of the graduate student, and not that of the University or Site.
5. University faculty will act as liaison between the Site and the University.


6. Consistent with the availability of resources to employed staff, the intern is provided adequate supplies and materials to carry out the functions of the internship. An appropriate work environment should include adequate privacy of office facilities, and access to secretarial assistance, telephone services, office equipment and copying machines.
7. Ongoing professional development is a significant aspect of the internship experience. Conferences, seminars, and inservice training opportunities available to employed school psychologists should also be available to interns. The intern is encouraged to participate in state, regional and national level meetings for school psychologists. Expense reimbursement and/or release time is strongly encouraged.
8. The University and the Site will not discriminate on the basis of race, color, creed, age, national origin, of sex, nor will either party discriminate on the basis of handicap under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
9. If the student is expelled from the University, reassigned from the internship, or withdrawn from the internship, such action will terminate all contractual obligations to the District.
10. The parties hereto have caused this agreement to be executed by their officials thereunto duly authorized.

The DISTRICT may terminate an unsatisfactory intern for cause. The UNIVERSITY may refuse academic credit for unsatisfactory performance. Any such actions by either should be coordinated and the intern is granted due process under DISTRICT policies and UNIVERSITY appeal procedures.

Representing the UNIVERSITY:



 Dr. Linda Webster, Chair



 Date

Representing the DISTRICT:

 Signature

 Date

 Print Out Full Name

 Title

Signature

Date

Print Out Full Name

Title