

Guidelines for Implementation of Educationally Related Social Emotional Services (ERSES) in the Schools, Provided by Ventura County SELPA (SELPA) with Ventura County Behavioral Health (VCBH) and other Contractors



The Ventura County SELPA and Ventura County Behavioral Health (VCBH) have a long history of collaboration on behalf of students with emotional disabilities in Ventura County. We have successfully worked together to address student needs resulting in better outcomes in emotional stability and reduction of incidence of out of home placement. This document addresses responsibilities of VCBH, however, Intensive School-Based Therapist (ISBTs) from other agencies are responsible for the same activities specified herein.

Organizational Structure:

- SELPA will work with the five ERSES Regional Councils (comprised of school districts within the Region) to identify student needs for ERSES services in their region. VCBH to participate on the appropriate regional councils, with contractors as well.
- Representatives of Ventura County NPSs, and VCBH Clinic Administrators (CAs) and managers supervising ISBTs serving the NPSs will meet with SELPA twice a year to discuss the ERSES program.
- The SELPA will contract with VCBH and other contractors to provide clinical professionals to provide Special Education Related Services (known as “Intensive School-Based Therapists” (ISBT)).
- VCBH CAs will supervise all VCBH employees. Other ISBTs will be supervised by the contracting agency.
- CAs will work with the Regional Councils to discuss needs and concerns, as well as allocation of staff, and provide ongoing consultation regarding status of services.
- Each Regional Council will establish procedures for communication regarding ERSES services, including referrals to other community based services
- VCBH, SELPA and other Contractor’s administration will meet regularly to discuss the program, services and needs in the ERSES Oversight Committee. Contractors to participate also.

Student Assessment/Determination of Need for Services:

- Student must already be Special Education eligible.
- In the case of a student who displays severe emotional or behavioral needs or is at risk for residential placement, concurrent referral to ERSES along with Special Education eligibility

assessment can be made. The District Director of Special Education or designee will collaborate with the CA or Contractor about the appropriateness of the concurrent assessment.

- School team requests ERSES assessment.
- School team generates Assessment Plan with “Social/Emotional” indicated, with “Intensive School-Based Therapist” and “School Psychologist” noted. This may or may not happen within the context of the IEP meeting.
- School Assessment Team Lead (ATL) calls the CA or contractor and informs them that the Assessment Plan has been generated.
- CA and ATL collaborate together regarding obtaining parent consent on Assessment Plan, Consent for Mental Health Services (VCBH only), and Consent for Exchange of Information for Educationally Related Social/Emotional Assessment and Services. A representative of VCBH or contractor must be present to witness parent consent to the Consent for Mental Health Services.
- If VCBH/Contractor is requested to attend an IEP meeting at which ERSES will be discussed, the CA or designee may attend for the portion of the IEP in which the services are being discussed. If ERSES services are being considered, the school team will initiate the ERSES assessment packet and have it available at the meeting. Whenever possible, specific days and times will be set aside for ERSES IEP meetings, to assist VCBH/Contractor in scheduling.
- Once Assessment Plan is signed, the 60 calendar day timeline for assessment starts.
- If there is any difficulty obtaining Consent for Mental Health Services, CA or contractor will communicate with the ATL within one week.
- Once Assessment Plan is signed, a copy will be forwarded to the CA by the ATL, along with the completed “Background Information for Social/Emotional Assessment by Intensive School-Based Therapist” and the “Record of Social/Emotional and Behavioral Interventions” form. The Background Information form will indicate the date the assessments results are needed for development of the assessment report. If there are concerns about the requested date, the ISBT and ATL will communicate to resolve the concern.
- CA/Contractor assigns assessment to an ISBT. CA/contractor will contact the ATL to inform them of the name of the clinician who has been assigned.
- ATL facilitates entering of ISBT’s name into IEP software (except VCBH) as a Provider, to facilitate meeting notices.
- ISBT contacts the ATL to discuss the student needs and make arrangements for file review and school visit. Will discuss IEP date as well as timeline for completion of assessment report.
- ISBT contacts family to begin the assessment.
- ISBT conducts assessment in the school, clinic, and/or other community setting, which should include teacher interview and may also include student observation.
- ISBT participates in review of the student’s school file. ATL is responsible to make sure the ISBT has access to the files.
- ISBT summarizes recommendations for inclusion in the Assessment Report for Educationally Related Social/Emotional Services, using the Input to Educationally Related Social/Emotional Services (ERSES) Assessment Report. The DSM diagnosis will be indicated under “Results of Assessment.”
- VCBH ISBTs will utilize the VCBH protocol for secure electronic transmission of confidential information, which requires the recipient to establish a user name and password.

- School Psychologist conducts new assessment or review of records, and summarizes findings for the report, either the “Consideration of Need for ERSSES Services” or a “Multi-disciplinary Psychoeducational Report.”
- The report will be available at the IEP meeting, which will be held within 60 calendar days of receipt of a signed Assessment Plan. The ISBT is given a copy of the final report.
- If the district convenes a planning meeting prior to the IEP to discuss findings and preparation for the IEP meeting, the ISBT will be in attendance.

IEP Meeting:

- District will assure that ISBT receives written notice of the IEP meeting at the same time as all other IEP team members.
- ISBT attends IEP meeting to discuss assessment findings. If not able to attend, their CA or supervisor will be in attendance to discuss findings. If no ISBT is able to be in attendance, the parent will be requested to sign a “Team Member Excusal” form. If the parent agrees to the Team Member Excusal, the ISBT will meet with the parent before the meeting to discuss his or her recommendations. If the parent does not agree to the Excusal, the IEP team meeting will be rescheduled.
- The ISBT will participate as a member of the IEP team, sharing assessment findings and discussing options. Final decision about the offer of FAPE will be made by the parent and school district representative.
- If it is agreed that the student will receive ERSSES provided by an ISBT, the following are options for the IEP team:
 - “Individual Counseling” - One-to-one counseling, provided by a qualified individual pursuant to an IEP. Individual counseling is expected to supplement the regular guidance and counseling program.
 - “Counseling and Guidance Services” - Counseling in a group setting, provided by a qualified individual pursuant to an IEP, typically in social skills development. Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. (Known as “Group Therapy” in VCBH terms)
 - “Social Work Services” Includes, but is not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child’s living situation (home, school, and community) that affect the child’s adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. (Known as “Case Management” in VCBH terms).
 - “Parent Counseling - Individual or group counseling provided by a qualified individual to assist the parent(s) of special education students in better understanding and meeting their child’s needs; may include parenting skills. Does not include Family Therapy. (Known as “Collateral” in VCBH terms).
 - “Behavior Intervention Services” – A Systemic implementation of procedures designed to promote lasting, positive changes in the student’s behavior resulting in greater access to a

variety of community settings, social context, public events, and placement in least restrictive environments.

- The IEP will note the number of minutes/hours per week or month, for each service specified, using input from the ISBT.
- Location may be “gen education class”, “sped class” or “service provider location.” Service provider location would only be used if the student is seen by the ISBT in the clinic.
- If there is any planned delay in the start date for any specific service, it will be noted under “start date” and if services are expected to end prior to the next review (i.e. group counseling), the “end date” will be noted.
- The offer of FAPE will indicate that the student is receiving Educationally Related Social/Emotional Services in order to address his or her goals.
- If the IEP team agrees to offer any services during the summer months, it should be noted in the “offer of FAPE” as minimum number of sessions of each service between regular school sessions.
- Provider of ERSES will be “District of Service (DOS),” Non Public Schools (NPS) or “County Office of Education (COE).” All students enrolled in Phoenix or Triton Academy programs will have “COE” noted.
- ISBT and Special Education Case Manager (CM) will collaborate together to develop social/emotional goals which are measurable in the educational environment. ISBT will be noted as one of the “Responsible Disciplines” for the goal, but the CM will most often be the first discipline noted.
- The ISBT will receive a copy of the complete IEP.

Accountability for Services and Goals:

- The ISBT will provide the district with a list of each type of service provided and number of minutes per service on a monthly basis, to be placed in the student’s Special Education file. Case notes will be kept in the VCBH/Contractor chart.
- The CM is responsible for assuring that all Related Services are provided as per the IEP.
- If there is a concern about provision of services, (for example, if the student or family are not participating) the ISBT and/or CM will confer. The CM will communicate with the Special Education Administrator, who will work with the CA/Contractor to resolve the issue. If unable to be resolved, the IEP team may need to be reconvened to address the issue.
- The CM is responsible to collect data about outcomes toward goals, as measured in the educational environment.
- The CM is responsible for reporting progress toward goals at the time of Report Cards. The CM will communicate with the ISBT in development of the progress report if necessary.

Crisis Intervention

- Crisis intervention is not provided through ERSES services.
- If an ERSES student is experiencing a mental health crisis while receiving individual/group counseling services, ISBT will follow their protocol in providing counseling and/or social work services and inform school personnel.

- If an ERSES student is experiencing a **serious** mental health crisis at school that requires an evaluation for safety, harm to self or others, ISBT will collaborate with school personnel to ensure the student's safety.
- If ISBT is **not** present during a **serious** mental health crisis, school personnel will follow their district protocol for addressing the crisis.
- In cases of imminent risk of danger, the Children's Intensive Response Team (CIRT) (Ventura County), or Psychiatric Mobile Response Team (LA County) will immediately be called. School staff will remain with the student until released to family or transported to a facility.

Changes to ERSES Services:

Addition or Reduction of Service -

- If the ISBT feels that the services are not appropriate for the student, for example intensity or a different service is needed; he or she will communicate with the CM.
- The CM will communicate with his or her administrator, and if it is decided to consider changing a service an IEP meeting will be held. If the student is attending an NPS, the NPS administrator will communicate with placing district administrator regarding scheduling an IEP meeting to discuss services. If agreed, the IEP will note the changes.
- Minor changes to services can be made through an IEP Addendum.

Dismissal from Service -

- If any member of the IEP team feels that the student no longer needs ERSES services, they will communicate with the Special Education administrator.
- If agreed, an IEP team meeting will be convened to discuss dismissal.
- At the meeting, progress reports toward goals will be reviewed.
- If the team agrees that ERSES services are no longer required to assist a student in accessing his or her Special Education program, then the IEP will indicate the dismissal, and the service(s) will be removed from the IEP.
- If student is attending a school in which ERSES services are an integral part of the program, a plan will be made to return to a lesser restrictive school option. ISBT will assist with the transition and fading of services.

Medication Management:

If the ISBT feels that a student may benefit from psychiatric oversight for medication purposes, the ISBT will work with the family in identifying possible resources for psychiatric services, which may include public or private providers. Medication management is not a Special Education or related service that would be provided by the IEP team.

Referral to COEDS - Student must already be receiving ERSES services for at least three months before the referral is made. (In rare circumstances, the IEP team may determine that a referral to COEDS is necessary and urgent and a simultaneous referral to ERSES may occur. The SELPA Administrator must be informed if this occurs). Student must have an ERSES ISBT in order to participate in COEDS.

- District team, including ISBT, considers that the student may benefit from COEDS.
- District representative and ISBT work together to complete the packet and forward to AspiraNet. Packet includes parent consent for release of information to and from district and AspiraNet.
- Once the referral packet is complete, the AspiraNet manager will communicate with the District representative to discuss the referral and set the IEP date.
- IEP team meeting is convened, which includes a representative of the COEDS program, and if appropriate, the COEDS offer is made, with an appropriate Option selected. A description of the COEDS program and option will be indicated in the Offer of FAPE.
- Additional services, such as 24/7 Support, must be noted in the offer of FAPE.
- The COEDS team will make arrangements to begin to work with the family as soon as the IEP is completed.
- The ISBT that serves the student in school and CM will become members of the Family Support Team, and will attend meetings at least once a month.
- At least once a month the Family Support Team meeting will be held at the school, to allow for participation by teachers and other school staff as appropriate.
- If the family and/or student is not participating in good faith with COEDS, COEDS staff and ISBT will work with family and school district to identify barriers, or consider scheduling an IEP to discuss or change services.
- Services provided by the COEDS program will be reviewed by the IEP process at least every six months. The IEP meeting will include COEDS staff.

If a member of the IEP team feels that COEDS is no longer appropriate or needed, an IEP team meeting will be held to discuss the appropriateness of the service. If the IEP team agrees that COEDS is no longer needed, the IEP will be changed to indicate dismissal from COEDS.

Residential Placement:

- If any member of the IEP team is considering Residential Placement to address educational needs, the district administrator will be notified.
- If it is agreed to proceed with assessment, an Assessment Plan for evaluation for Residential Treatment will be generated. "Other" will be checked and Consideration of Residential Treatment specified. The district School Psychologist and ISBT (if applicable) will be noted as assessors.
- Once the signed Assessment Plan is received, the Consideration of Need for Residential Treatment assessment will be conducted within 60 days of signed Assessment Plan. The district School Psychologist and ISBT will conduct the assessment, including input from student, family, teacher(s), and COEDS staff if appropriate.
- An IEP meeting will be held, with the ISBT in attendance.
- Assessment results will be shared and discussed.
- The "Consideration for Residential Treatment Services" IEP form will be completed.
- If it is determined that Residential Treatment Services are recommended, the School District administrator will work with the Residential Placement Consultant to locate an appropriate placement. There are two SELPA Residential Placement Consultants who may work with districts and families.

- The Residential Placement Consultant will complete the placement packet in collaboration with the school district.
- The “Parent/School District Agreement for Residential Placement” form will be completed and signed by parent, district administrator, and Residential Placement Coordinator.
- “Residential Treatment Services” will be noted on the Student Information and Services page of the IEP, 10,080 minutes a week, service provider location.
- The Individual Counseling, Counseling and Guidance, Social Work Services, Parent Counseling and Training and/or Behavior Intervention Services the student will receive will be noted on the Student Information and Services page of the IEP with frequency and duration noted. Location will be “service provider location” and provider will be “DOS.”
- Once placement is determined, an IEP Addendum meeting may be held to provide a full description of the program in the offer of FAPE, number of school days, and whether or not ESY is necessary to avoid regression of academic gains.
- The form “Worksheet for Specialized Out of District Placement” will be completed, specifying the skills and abilities the student must demonstrate to be ready to return home.
- It is recommended that an IEP review be held within 30 days of placement, to clarify program and services and review student’s progress and appropriateness of the placement.
- The Residential Placement Consultant will visit the student in placement at least 3 times per year and participate in IEP review at least every six months.
- Based on student progress on IEP goals the IEP team will determine when student, may be brought back from the Residential Placement to access lesser restrictive school options.
- The IEP team will consider COEDS and other lesser restrictive options when bringing a student home from Residential placement.