

Guidelines for Implementation of Intensive Social Emotional Services (ISES) in the Schools Ventura County SELPA (SELPA) and Ventura County Behavioral Health (VCBH)



The Ventura County SELPA and Ventura County Behavioral Health 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. We are dedicated to continuing this successful collaboration despite recent legislative changes at the state level.

Organizational Structure:

- SELPA will work with the four ISES Regional Councils (comprised of school districts within the Region) to identify student needs for ISES services in their region.
- The SELPA will contract with VCBH to provide clinical professionals to provide Special Education Related Services (known as “Intensive School-Based Therapists” (ISBT)).
- VCBH Clinic Administrators (CAs) will supervise all VCBH employees.
- 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 ISES services, including referral to Residential placement and other community based services.
- VCBH and SELPA administration will meet regularly to discuss the program, services and needs.

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 ISES can be made. The District Director of Sped will collaborate with the CA about the appropriateness of the concurrent assessment.
- School team requests ISES assessment.
- School team generates Assessment Plan with “Social/Emotional” indicated, “Other” checked and “VCBH Intensive School-Based Therapist” noted. This may or may not happen within the context of the IEP meeting.
- Assessment Plan also indicates that School Psychologist will assess.
- School Assessment Team Lead (ATL) calls the CA 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, and Consent for Exchange of Information for Intensive Social/Emotional Assessment and Services. A representative of VCBH must be present to witness parent consent to the Consent for Mental Health Services.
- If VCBH is requested to attend an IEP meeting at which ISES will be discussed, the CA or designee may attend for the portion of the IEP in which the services are being discussed. If ISES services are being considered, the school team will initiate the ISES assessment packet and have it available at the meeting. Whenever possible, specific days and times will be set aside for ISES IEP meetings, to assist VCBH 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 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 assigns assessment to an ISBT. CA 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 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 combined Psychoeducational Report. May be submitted electronically in Word format for cutting and pasting into the report. If there is a DSM diagnosis, it will be indicated under “New Assessment Results.”
- ISBT 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.
- The report will be available at the IEP meeting, which will be held within 60 calendar days of receipt of a signed Assessment Plan.
- 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:

- ATL 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, another ISBT with comparable credentials 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 brainstorming 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 ISES services 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 minimum number of minutes/hours per week, month or year, for each service specified, using input from the ISBT.
- Location may be the school or "any other location or setting."

- Provider will be “District of Service (DOS)” or “County Office of Education (COE).” All students enrolled in Phoenix School programs will have “COE” noted.
- ISBT and 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 Discipline” 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 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 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 Counseling

- Crisis counseling is not covered by ISES services.
- If an ISES 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 ISES student is experiencing a **serious** mental health crisis at a 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.
- VCBH will work with school staff to familiarize them with the process for contacting the Children’s Intensive Response Team (CIRT).

Changes to ISES 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 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 ISES 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 ISES 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.

Medication Management:

California regulations no longer require that all students with IEPs receiving services from the county department of mental health receive medication management services as part of the IEP. If the VCBH 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 private providers. Students who have medication management on their IEP already will continue to receive it as long as it is indicated on the IEP, with any uncovered costs assumed by SELPA, through June 30, 2012.

Referral to Wraparound - *These procedures apply while the Casa Pacifica Wraparound program via contract with H.S.A. continues to be the provider of services to students with IEPs.*

- Student is already receiving ISES services for at least three months before the referral is made. (In rare circumstances, the IEP team may determine that a referral to Wraparound is necessary and urgent and a simultaneous referral to ISES may occur). Student must have an ISES ISBT in order to participate in Wraparound.
- District team, including ISBT, considers that the student may benefit from Wraparound.
- District Special Education Director or Coordinator works with VCBH Liaison for Wraparound services to contact Casa Pacifica for a Wraparound referral packet. District representative and ISBT work together to complete the packet and forward to Casa Pacifica. Packet includes parent consent for release of information to and from district and Casa Pacifica.
- School administrator or designee (may be the ISBT) attends the Wraparound Review Committee (WRC) to make the case presentation.
- WRC considers the case, and makes recommendations to the School Administrator about the appropriateness of the program. If it is agreed that Wraparound is an appropriate option for the IEP team to consider, the IEP team meeting is convened, which includes of representative of the Wraparound program, and the offer is made. If agreed, a full description of the Wraparound program will be given on the LRE page, and/or Additional page, which documents the parent's informed consent.
- The Wraparound team will not begin to work with the family until the IEP is completed.
- The ISBT that serves the student in school will become a member of the Wraparound team, and will attend the Child and Family Team (CFT) meetings at least once a month.

- At least once a month the CFT 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 Wraparound, VCBH Liaison for Wraparound Services will work with family and school district to identify barriers.
- Services provided by the Wraparound program will be reviewed by the IEP process at least every six months. The IEP meeting will include the Wraparound Family Facilitator.
- If a member of the IEP team feels that Wraparound 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 Wraparound is no longer needed, the IEP will be changed to indicate dismissal from Wraparound.

Residential Placement:

- If any member of the IEP team is considering Residential Placement, the district administrator will be notified.
- If necessary, an Assessment Plan for Residential Placement will be generated.
- If an Assessment Plan is generated, a Residential Placement assessment will be conducted. The School Psychologist will conduct the assessment, including input from student, family, teacher(s), and the ISBT.
- An IEP meeting will be held, with the ISBT in attendance.
- Assessment results will be shared and discussed.
- The “Consideration of Residential Placement” form will be developed.
- If it is determined that Residential Placement is recommended, the School District administrator will work with the Residential Placement Consultant to locate an appropriate placement. Currently, there is one Residential Placement Consultant employed by VCBH who is assigned with school districts.
- The Residential Placement Consultant will complete the placement packet in collaboration with the school district.
- An IEP team meeting will be held to note the Residential Placement and any change to services or goals.
- “Residential Treatment Services” will be noted on the Student Information and Services” page.
- The Residential Placement Consultant will visit the student in placement 3 times per year and participate in IEP review at least every six months.
- The IEP team will decide when it is appropriate to bring the student back from the Residential Placement.
- The IEP team will consider Wraparound and other lesser restrictive options when bringing a student home from Residential placement.