

## *Monitoring and Evaluation*

The level, type, and intensity of educationally related social-emotional/behavioral supports and services are revisited at least annually and are based on assessment and progress towards goals.

Ongoing progress monitoring may consist of the following:

- Student observations
- Teacher contacts
- Parent feedback
- Point sheets
- Ratings
- Interviews
- Questionnaires



## *We serve the following districts:*

*Alum Rock Union School District*

*Berryessa Union School District*

*East Side Union High School District*

*Evergreen School District*

*Franklin-McKinley School District*

*Gilroy Unified School District*

*Milpitas Unified School District*

*Morgan Hill Unified School District*

*Mt. Pleasant School District*

*Oak Grove School District*

*Orchard School District*



**Educationally Related  
Social-Emotional Supports and  
Services  
(ERSESS Program)**

*For more information, please contact:*

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## Purpose

*We strive to provide educationally related social-emotional/behavioral supports and services to students. The ERSESS Program focuses on:*

1. Addressing the academic, social, emotional, and behavioral needs of students.
2. Providing support services to students, teachers, and families.
3. Supporting home and school continuity in meeting the student's social-emotional and behavioral goals.

## Related Services

Educationally related social-emotional/behavioral supports and services may include, but are not limited to the following:

1. Individual counseling
2. Parent counseling/consultation
3. Consultation on functional behavioral assessments and behavior intervention plans
4. Push-in social-emotional and behavioral support for generalization of skills
5. Staff consultation and coaching
6. Evidence-based practices in identifying accommodations and/or modifications for classroom implementation to support social-emotional and behavioral needs

## Referral Considerations

Services are available to students with disabilities in grades Pre-K to Post Senior who exhibit educationally related social-emotional and behavioral need(s) based on district psychoeducational assessment.

Potential student referrals may include:

- Students who do not have consistent counseling services or are not generalizing skills from individual counseling sessions.
- Caregivers who need further support in interventions and parenting skills.
- Students who are not in a counseling enriched program.
- Students who struggle with emotion regulation and anger management.

## Referral Procedure

1. Special Education Director or appointed designee will submit a referral packet with the following to the SELPA Program Administrator:
  - ✓ Supporting documentation (current IEP, recent psychoeducational assessment report, current BIP)
  - ✓ Release for exchange of information
  - ✓ Recently completed district social/emotional assessment clearly indicating social-emotional need(s) dated within one year
  - ✓ Signed Assessment Plan for ERSESS Program in the area of "social/emotional" (submit within 5 days of receiving parent permission)
2. ERSESS staff will confer with assessing district within the 60 day assessment window. We may observe the student, gather relevant information from the teacher, assessors, and/or parent/guardian to determine current educationally related social-emotional needs.

*\*Please note: ERSESS assessment may be completed in tandem with district's social/emotional assessment.*

## Related Service Types

Students may receive the following supports and/or services based on their identified needs:

- ❖ **Individual counseling** – Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.
- ❖ **Counseling and Guidance** – Counseling services include student's social skills development. Guidance services include interpersonal, intrapersonal, or family interventions. These services are expected to supplement the regular guidance and counseling program.
- ❖ **Psychological Services** – Includes planning and implementing a program of psychological counseling for students with exceptional needs and their parents. It also includes assisting in the development of positive behavioral intervention strategies as well as consultative counseling services to parents, students, teachers, and other personnel.
- ❖ **Parent Counseling & Training** – Includes assisting parents in understanding the needs of their child and providing parents with information about child development.

