

High Plains Regional Education Cooperative

Dedicated to Educational Excellence



Employee Handbook

Revised July 2014

High Plains Regional
Education Cooperative
Raton, New Mexico



Dear High Plains Regional Education Cooperative Staff Member,

We are pleased that you are a member of the High Plains Regional Education Cooperative (HPREC) team. As an HPREC team member, your role is important to assuring that HPREC maintains its reputation for providing the highest quality services to the students, educators, communities, and the clients who we serve. Each HPREC staff member is responsible for working together to uphold the organization's values of collaboration, open communication and service, and the highest quality services to our clients. Together, we can make a difference and set a new standard for education in New Mexico.

The HPREC Employee Handbook is for all HPREC staff members and contractors. To assist in reading the handbook, a color coding system is embedded throughout the manual. Specifically, plain text is procedures that pertain to all staff members and contractors; grey shaded text pertains to Related Service Providers (RSPs); blue shaded text pertains to office staff.

The HPREC Employee Handbook is available online. It provides important information about HPREC policies, practices, and procedures. Because policy is subject to change, revisions will be made on an ongoing basis. HPREC staff members will still be required to sign the signature page only once a year. Neither this handbook nor any provision included in this handbook creates a contract, any contractual obligation, or right of any kind between HPREC and its staff members.

We look forward to your commitment toward achieving our mission - to research and implement sound educational practices in order to be responsive to client needs. We do this by engaging in research-based practices, developing relationships, and implementing systems to build capacity. We do this so that all our clients are successful and effective.

Please let us know what we can do to make sure that your employment with HPREC is successful and rewarding.

Respectfully,

R. Stephen Aguirre
HPREC Executive Director

Dana Stoltz Gray, Ph.D.
HPREC Director of Programs



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General Information

Employee Handbook

This employee handbook replaces all previous handbooks and any memoranda previously issued by High Plains Regional Education Cooperative #3 (HPREC) on subjects covered in this handbook. Neither this handbook nor any provisions included in this handbook create a contract, or any contractual obligation, of any kind between HPREC and its staff members. No employee handbook can anticipate every circumstance or question about employment. As HPREC continues to adapt to customer needs and as laws and circumstances change, HPREC reserves the right to revise, supplement, or rescind any policy or portion of the handbook, as it deems appropriate. Staff members will be notified of such changes to the handbook as they occur.

HPREC Organization

High Plains Regional Education Cooperative (HPREC) is located in Raton, New Mexico. HPREC is one of nine regional education cooperative in New Mexico and supports eight school districts in Colfax, Union, and Harding Counties. With a 27 year history of high quality performance, HPREC continues its dedication to increased student learning outcomes.

HPREC's goal is to provide innovative and research-based support and services to member districts. As the public education landscape evolves, HPREC provides expertise, powerful tools, and systematic approaches to assist school districts in meeting educational goals.

To provide quality program and services to the clients served by HPREC, highly qualified and competent personnel are recruited and employed. The selection and employment of personnel is conducted with the nondiscrimination and equal employment opportunity policy of the HPREC Board of Directors.

Mission ... Dedicated to Educational Excellence

The mission of HPREC is to research and implement sound educational practices in order to be responsive to client needs. We do this by engaging in research-based practices, developing relationships, and implementing systems to transform. We do this so that all our clients are successful and effective.

Vision

We envision a collaborative culture where people are valued and encouraged to grow professionally in a positive working environment, which fosters innovation in a progressive attempt to transform education and provide our clients with high quality, research-based educational opportunities to improve outcomes.

Core Values

Our values start with our Board of Directors and extend through each staff member of the agency. Our core values are the cornerstone of our agency. They provide the foundation for our vision and the guiding force for our decisions and actions. Our core values define who we are. We value:

Professionalism by:

- Demonstrating teamwork,
- Being respectful,
- Being knowledgeable and promoting HPREC's vision, and
- Maintaining a professional appearance and behavior.

Communication by:

- Engaging in proactive, open communication,
- Being timely and responsive,
- Providing continued feedback creating a collaborative culture, and
- Using and providing current and relevant resources.

Innovation by:

- Thinking outside of the box,
- Promoting positive experiences through productive evidence-based trainings and services, and
- Embracing change.



For more information, contact:

R. Stephen Aguirre
Executive Director
saguirre@hprec.com

Dana Stoltz Gray, Ph.D.
Director of Programs
dgray@hprec.com

101 North 2nd Street
Raton, NM 87740
(575) 445-7090 (575) 445-7663 Fax
Website: www.hprec.com



Member Districts

Cimarron Municipal Schools

PO Box 605, Cimarron, NM 87714
575-376-2445 (Fax) 575-376-2442

Cimarron Elementary/Middle: 575-376-2428
Eagle Nest Elementary/Middle: 575-377-6991
Cimarron High School: 575-376-2241
Moreno Valley Charter School: 575-377-3100
Special Education: 575-376-2512

Clayton Municipal Schools

323 South Fifth, Clayton, NM 88415
575-374-9611 (Fax) 575-374-9881

Alvis Elementary: 575-374-2321
Kiser Elementary: 575-374-2741
Clayton Junior High: 575-374-9543
Clayton High School: 575-374-2596
Special Education: 575-374-8844

Des Moines Municipal Schools

PO Box 38, Des Moines, NM 88418
575-278-2611 (Fax) 575-278-2617
Special Education: 575-278-2618

Maxwell Municipal Schools

PO Box 275, Maxwell, NM 87728
575-575-375-2371 (Fax) 575-375-2375
Special Education: 575-375-2371

Mosquero Municipal Schools

PO Box 258, Mosquero, NM 87733
575-673-2271 (Fax) 575-673-2305
Special Education: 575-673-2271

Raton Public Schools

PO Box 940, Raton, NM 87740
575-445-9111 (Fax) 575-445-5641

Kearny Elementary: 575-445-3871
Longfellow Elementary: 575-445-9261
Columbian Elementary: 575-445-9851
Raton Middle: 575-445-9881
Raton High School: 575-445-3541
Special Education: 575-445-7918

Roy Municipal Schools

PO Drawer 430, Roy, NM 87743
575-485-2242 (Fax) 575-485-2497
Special Education: 575-485-2505

Springer Municipal Schools

PO Box 308, Springer, NM 87747
575-483-2482 (Fax) 575-483-2387

Wilfreth Elementary: 575-483-2212
Forrester Elementary: 575-483-2212
Springer Middle/High Schools: 575-483-3464
Special Education: 575-483-3441



*To accomplish great things
we must not only act, but
also dream; not only plan,
but also believe.*

~ Anatole France



Job Procedures

Work Schedule

HPREC office hours are 8:00 am to 5:00 pm, Monday through Friday.

Staff members are expected to assume the responsibility for taking care of their personal comfort needs. Supervisors are responsible for monitoring staff members' job performance. An inordinate amount of time spent in activities unrelated to job responsibilities is considered inappropriate (e.g., leaving HPREC or school premises to use tobacco products, lengthy or frequent visits to the staff lounge, extended non-work-related visits with other staff members).

All HPREC office staff will work according to the HPREC office hours. Flexible scheduling to meet the needs of HPREC, which does not exceed 40 hours per week, is permitted with the approval of the HPREC Executive Director and/or Director of Programs. Staff members are expected to be at their assigned workstation at the beginning of each day and return promptly from their 60 minute lunch break. HPREC office staff members do not have scheduled breaks (i.e., fifteen minutes in the morning and fifteen minutes in the afternoon).

Non-exempt staff members are not authorized to work in excess of their assigned schedule without prior approval of the HPREC Executive Director and/or Director of Programs. Authorization for overtime must be approved prior to staff members being permitted to work additional hours. Overtime may be compensated by flextime or by salary adjustment. All such compensation shall be made in accordance to the Fair Labor Standards Act.

HPREC Related Service Providers are to follow the school hours designated for the teaching staff. Thus, if teachers are required to work from 7:30 – 4:00 in that district, then those are the hours the Related Service Providers are expected to work.

According to each staff member's contract, HPREC Related Service Providers work 172 days. At the beginning of each year, the staff member works with the Special Education Director, in coordination with the HPREC Director of Programs, to develop a schedule that will ensure that Related Service Providers work until the last week of school in the designated district(s). That is, going through the school year, month by month and determining days that will be worked, as well as those where students would not be available for therapy (e.g., testing days, the day before Christmas break, etc.). This schedule needs to be signed by district superintendent, district special education director, and turned into the Director of Programs by September 30th. The Executive Director and Director of Programs determine which districts Related Service Providers are assigned. The Related Service Provider calendar is available on TIENET.

In addition, each related service provider must complete a detailed schedule of their days/weeks with times, district, school, and activity. The Related Service Provider Weekly Schedule is available on the HPREC website (www.hprec.com). This schedule must also be turned into the Director of Programs by September 30th. A current and revised schedule must be on file at HPREC at all times. Thus, as changes are made, please make sure to forward the revised schedule.

Attitude

HPREC staff members should display a positive attitude toward their job and when dealing with co-workers, supervisors, and customers. A negative attitude creates a difficult working environment, impedes accomplishment of HPREC's mission, vision, values, and goals, and prevents HPREC from providing quality service to our customers. Examples of a negative attitude include, but are not limited to, derogatory or rude comments to or about others and ignoring reasonable requests for assistance. A persistently negative attitude through words or actions can be grounds for disciplinary action up to and including termination.



Dress and Grooming

All HPREC staff members are expected to present a neat, professional, and businesslike appearance on the job. Staff members whose work assignments call for particular types of clothing, protective or otherwise, may wear such attire whenever required.

Office/School Environment

HPREC must operate within a professional business environment. Within what is considered appropriate decorum for an office environment, staff members may display on their desks or within their office, personal items such as photographs of loved ones, plants, certificates or mementoes of achievement or recognition, and educational degrees.

Staff members are asked to consider the overall appearance of their work areas and avoid displaying too many personal items that may result in a cluttered and unprofessional appearance. In an effort to maintain a professional working environment, staff members are asked to obtain approval from their supervisors before bringing any personal furniture items such as lamps, sofas, rugs, and art objects. HPREC does not carry insurance to cover personal belongings and, therefore, cannot assume any responsibility for their safety.

Personal radios are permitted only if their use does not disturb or distract other workers or are not audible in areas where customers may be encountered.

If there are any questions regarding office decorum, please see the Executive Director or the Director of Programs.

Communication/Email

All HPREC staff members will be given an HPREC email address. Staff members are responsible for checking emails on a regular basis. Memos, reminders, letters, etc. may be sent via email rather than using traditional mail.

The new Federal Rules of Civil Procedure amendments, requires that all electronic documents — including e-mail and instant messaging logs — be available as evidence in civil court cases. The new FRCP amendments require that all electronic documents be archived and data produced, when requested.

As professionals, we encourage you to use your HPREC account for business purposes only. Electronic documents will be archived according to federal regulations.

In addition, staff members are encouraged to visit the HPREC website on a regular basis. Visit: www.hprec.com.

Electronic Communications and Acceptable Use

Access to Network and/or Internet

Access to HPREC's electronic network, including access to the Internet and Intranet through the agency's electronic network (Network), shall be made available to staff members exclusively for instructional and administrative purposes.

Acceptable Use

HPREC allows staff members access to its network, as well as Internet access, for legitimate educational and administrative purposes. This includes using the Network and Internet to enhance the research, learning, teaching, and exchange of information that is consistent with goals and mission of HPREC. HPREC requires legal, ethical, and appropriate use of the Network and Internet.

Privilege

Network access and Internet access is a privilege, not a right. Inappropriate use of the Network or the Internet shall result in immediate cancellation of these privileges and may result in further disciplinary action, pursuant to HPREC's discipline policy. The Executive Director shall make the determination of what constitutes inappropriate use.



Passwords

Any system or software application which requires password access shall only be used by the authorized user. Account owners are ultimately responsible for all activity under their account. Passwords should not be shared with others.

Inappropriate Use

The following is a non-exhaustive list of the types of activities that are considered inappropriate and are deemed unacceptable by the HPREC:

1. Violation of Law: HPREC will not tolerate any use of the Network or the Internet that violates a state, international, federal law, or laws of other states, including but limited to, harassment, threat(s), terrorism, copyright infringements or violations, trade secret violations, trespassing, or violation of pornography laws. Any attempt to violate the law using HPREC's Network or access to the Internet shall result in a referral to the appropriate law enforcement agency.
2. Commercial Use: Use of HPREC's Network or access to the Internet for commercial income-generating, "for-profit" activities, product advertisement, or political lobbying is strictly forbidden.
3. Unsolicited Mail: The use of HPREC's Network or access to the Internet to send "spam" mail, "flame" mail, or unsolicited mail is strictly forbidden. Sending of electronic mail that is a forgery is similarly prohibited.
4. E-mail/File/Data Data Violations: Reading, deleting, copying, or modifying files, electronic mail, or data belonging to others without their permission or without the expressed authorization of the Executive Director or Director of Programs is prohibited.
5. Vandalism/Mischief: Vandalism and mischief through the use of HPREC's Network and/or access to the Internet are strictly prohibited. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Network, or any networks connected to the Network through the Internet or through other means. This includes, but is not limited to, the creation, propagation, or transmission of computer viruses. Any interference with the work of other users or the operation of the HPREC's Network, with or without malicious intent, is construed as mischief and is strictly prohibited.
6. Security Violation: Any attempt to hamper the integrity or security of the Network or any networks connected to the Network through the Internet or other means is prohibited.
7. Sexually Oriented Materials: The HPREC strictly prohibits posting or accessing any materials that are obscene, sexually oriented, or pornographic in nature. It should be noted that HPREC does not specifically block access to this type of information on HPREC's network. If any staff member commits or learns of a violation of this policy, he or she must report the violation immediately to an appropriate administrator.
8. Disruption: Any use of the Network or the Internet that is disruptive of the educational and/or administrative functions of HPREC will not be tolerated. Furthermore, HPREC shall not tolerate abusive, vulgar, or distasteful electronic mail or mail that contains racial, religious, ethnic, or sex-based derogatory remarks.

Monitored Use

The use of HPREC's Network and access to the Internet through the Network is not a private activity and is reserved exclusively for educational and administrative functions. HPREC reserves the right to monitor Internet and Network use at any time by designated HPREC representatives to ensure the appropriateness of its use. Furthermore, HPREC reserves the absolute right to monitor, read, or otherwise access any electronic communication that is either received, transmitted, or stored on HPREC's Network.

Each and every user of HPREC's Network should assume that every "electronic communication" (e-mail) will be read by designated HPREC representatives. **A user of HPREC's Network or access to the Internet has no privacy rights or interest and should have no expectation of privacy in electronic communications sent or received via HPREC's Network.**

Downloading of Software From the Internet

It is inappropriate to download any application programs from the Internet without prior written consent from the Executive Director or the Director of Programs. Application programs may not only contain an embedded virus, but also are often untested and may interfere with the functioning of standard applications being run by the HPREC. *(Exception: iPad applications downloaded from Apple, to be used for professional/service related activities.)*



Disclaimer of Liability

HPREC shall not be liable for any user's inappropriate or illegal use of the Network or the Internet. Furthermore, HPREC shall not be liable for any negligence, mistake, or error made by a user of HPREC's Network or access to the Internet, nor shall it be responsible for any cost(s) incurred by a student or staff member of HPREC using the Network or Internet. HPREC does not warrant, nor shall it be held in any way responsible for insuring the accuracy, appropriateness, or usability of any information found on the Internet or any information placed on the Internet by a staff member of HPREC.

Electronic Signatures

TIENET's Service Capture component provides the platform for the individual therapist to execute a "signature" by electronically indicating that the entry is "Complete". To be clear, when a therapist electronically marks a service as "Complete", this translates to an electronic signature. In a supervisory relationship, when the supervisor marks a service as "Approved", this action, as well translates to an electronic signature

By executing the electronic signature, the therapist attests to the documented components of the therapy, confirming accuracy and identity of both student and therapist. The electronic signature authenticates the service and becomes part of the student's permanent record. Properly executed electronic signatures are considered legally binding.

High Plains Regional Education Cooperative commits to training for therapists on the execution of the electronic signature as part of TIENET's Service Capture.

Passwords are unique to each therapist and must be treated as strictly confidential. Therapists may not share their login or password information.

Personal Phone Calls

HPREC places and receives many phone calls per day; therefore, it is important to reserve phone lines for providing services. Personal phone calls should be brief and limited in frequency. Personal phone use, which is determined by HPREC in its sole discretion to be excessive, may result in disciplinary action. Staff members are not permitted to use HPREC phones for personal long distance telephone calls unless an emergency exists and the call is approved in advance by the Executive Director or Director of Programs. If a staff member makes an approved personal long distance phone call, he/she must keep a record of the date, time, and number called so that HPREC may be reimbursed for the charge.

Family Members

It is inappropriate for family members to attend work with a staff member. A staff member may secure permission from his/her immediate supervisor to allow temporary accommodation of family members if an emergency arises.

Equipment Usage

HPREC equipment is not for personal use. Discretion is advised in the usage of telephones, computers, and other agency equipment (i.e. access to the Internet, telephone use for personal business/pleasure, etc.) The use of personal computer software on HPREC's computers is prohibited. HPREC shall furnish staff members with a laptop and/or desktop computer to perform assigned duties, as well as an iPad (as appropriate). Staff member will treat all HPREC equipment with respect. Damaged equipment beyond normal use will result in an assessed fee of \$750.00.

Postage

Postage in the machine is to be used for HPREC business and may not be used by any staff member for personal business.

Materials and Supplies

All supplies purchased with HPREC funds belong to HPREC. Staff members are not permitted to use HPREC supplies for their personal use. Verbal orders to vendors and personal purchase of supplies are not obligations of HPREC. Purchases



made for and on behalf of HPREC must be made with approved purchase orders only and in accordance with the procedures established.

High Plains Regional Education Cooperative is committed to providing research-based, effective services. Thus, materials and supplies will be provided to each staff member to ensure that they can effectively carry out their position including a computer, software programs, assessment materials, professional development materials, therapy supplies, office supplies, etc.

In order to maintain an accurate inventory of all supplies, Related Service Providers must check out (and check in) all supplies, materials, etc. with the HPREC administrative secretary. In addition, at the end of each school year all supplies and materials must be checked-in (unless approved by the Executive Director and/or Director of Programs).

If a staff member needs to order supplies, a Requisition must be completed and turned into the Director of Programs for approval (form available at www.hprec.com).

Building Security and Employee Safety

HPREC staff members must follow the procedures listed below when a staff member or non-staff member is injured at the agency:

1. **Minor Injury**
 - a. Render the appropriate assistance (Responsibility: First employee on the scene).
 - b. Report the incident to the Executive Director or the Director of Programs (Responsibility: First employee on the scene).
 - c. Notify Human Resources (Responsibility: First employee on the scene).
 - d. Complete the Non-Employee Injury Report form (Available from Human resources).
 - e. Make phone call for injured person or allow the person to call.
2. **Major Injury or Potential for Such**
 - a. Render the appropriate assistance (Responsibility: First employee on the scene).
 - b. Report the incident to the Executive Director or the Director of Programs (Responsibility: First employee on the scene).
 - c. Notify Human Resources (Responsibility: First employee on the scene).
 - d. Complete the Non-Employee Injury Report form (Available from Human resources).
 - e. Call relative or other contact for the injured person.
3. **After Normal Business Hours or on Weekends**
 - a. Report the incident to the Executive Director or the Director of Programs (Responsibility: First employee on the scene).
 - b. Executive Director or Director of Programs will notify Human Resources and provide the appropriate form.
 - c. Complete the Non-Employee Injury Report form (Available from Human Resources).
 - d. Follow-up call to injured person should be made by Human Resources office.

Building Care and Grounds Maintenance

HPREC provides a pleasant and comfortable working environment for staff members. The staff is requested to assist in maintaining this environment and to report defective equipment or broken electrical to the appropriate supervisor.

Code of Ethics

Staff members of HPREC have an impact on the education of the children served by the school districts within this region. All HPREC staff members, including professional, clerical, technical, and contractors, shall abide by the code of ethics and standard practices as detailed in NMAC 6.60.9.1.

Professional Expectations of HPREC Employees

All HPREC staff members are expected to conduct business with the highest ethical standards.

1. In interactions with districts, campuses, or schools, HPREC staff members and independent contractors will:



- a. Maintain the confidentiality of confidential/sensitive information acquired while serving a district, campus, or school and refrain from sharing that information with other districts, campuses, or schools, or other persons unless a legitimate need to know exists to properly provide services to the district, school, or campus.
 - b. Refrain from soliciting information from district, campus, or school personnel that is confidential or sensitive.
 - c. Share potentially confidential or sensitive information only with HPREC staff members or independent contractors having a need to know in order to develop a solution for the district, campus, or school.
 - d. Refer contacts from parents who have conflicts with a district, campus, or school back to the Executive Director or the Director of Programs.
2. In interactions with external HPREC customers and colleagues, HPREC staff members and independent contractors will:
 - a. Maintain confidentiality of confidential or sensitive information
 - b. Refrain from sharing confidential or sensitive information.

Intellectual Property

Any work or work product developed by a HPREC staff member in the course and scope of his or her job is owned by HPREC, including the right to obtain patents or copyrights. Any work or work product produced by a staff member on his or her own time, away from his or her job at HPREC and with personal equipment and materials, is owned by the staff member, including the right to obtain patents or copyrights. HPREC may contract with staff members or others for specially commissioned work(s) under a written work-made-for-hire agreement, which provides that the work product created under the agreement is owned by HPREC, as permitted by copyright law.

Copyrighted Materials

Staff members are expected to comply with the provisions of copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed materials, video, computer data, and programs, etc.). Duplication or backups of computer programs and data must be made within the provisions of the purchase agreement.

News and Media

All communications from news agencies (i.e., newspapers, television stations, radio, etc.) requesting HPREC program information, interviews, etc., are to be directed to the Executive Director or the Director of Programs.

Confidentiality of Records

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. All HPREC staff members must comply with FERPA. (See Appendix B).

Health Insurance Portability and Accountability Act

HIPAA is the Health Insurance Portability and Accountability Act of 1996, Public Law 104-191, passed August 21, 1996. All HPREC staff members must comply with HIPPA. (See Appendix C).

Professional Development

HPREC is committed to hiring and maintaining skilled personnel to serve the districts in region 3. As part of this mission, we value professional development activities and encourage staff to stay current in the field of special education, assessment, effective therapy practices, and individual therapy areas. Thus, HPREC supports attendance to workshops and conferences.



All Related Service Provider staff have 4 days to attend professional development activities, in addition to 2 days of inservice training. Decisions regarding attendance to trainings, workshops, and conferences will be based on: (a) the research and outcomes surrounding the conference, (b) the therapists' needs and desire to attend, (c) the need of the students, HPREC and/or schools for training to ensure that we continue to provide high quality therapy, (d) approval of Special Education Director(s) and Executive Director/Director of Programs, and (e) availability of funds. HPREC highly encourages the use of web-based professional development to increase content knowledge, skills, and expertise.

To request attendance to a workshop or conference, Related Service Providers must complete a Travel Request and Reimbursement Form and attach information regarding the training including time, dates, cost, location, and topic. Travel Request and Reimbursement Form must be signed by Special Education Directors/coordinators and the HPREC Director of Programs. HPREC's Executive Director provides final approval on all professional development requests. All staff requesting advance travel must complete the Travel Reimbursement for out of District Travel Form into the HPREC Business Manager 10 days prior to departure.

Professional Development Activity Travel/Mileage

For in-services, trainings, and/or meetings within Region #3, mileage and travel will be paid as described below. For trainings, workshops, and conferences outside of the region, HPREC will pay for mileage at a rate of \$0.32 per mile and per diem based on the **Travel Request and Reimbursement** form (available at www.hprec.com). For additional information, see Professional Development section of this manual.

Agency Vacancies

Full-time staff members may apply for any HPREC position for which they meet all the qualifications. This will not preclude reassignment of a staff member within the organization, to address organizational needs, when approved by the Executive Director.

Outside Employment

Full-time and part-time staff members may engage in appropriate outside employment or activity for monetary gain that does not interfere with or detract from their ability to meet job performance responsibilities. Staff members may participate in outside employment that does not constitute a conflict of interest. Conflict of interest is defined as providing the same services that are delivered by HPREC to HPREC's customer districts or interfere with your HPREC duties.

Staff members who wish to engage in outside employment must submit the request to the Executive Director for approval. Approval must be obtained each time a staff member wishes to engage in an employment arrangement with any outside entity. Requests for approval of outside employment will be evaluated on an individual basis. HPREC's time, equipment, and resources may not be used to support employment other than that at HPREC.

Documents and Records

Failure to provide, in a timely manner, all items required by law, regulation, or policy of the Board of Directors will be cause for disciplinary action. Falsification of HPREC records or documents or any other given documents will be cause for immediate termination.

Absenteeism and Tardiness

Each HPREC staff member plays an important role in getting the day's work done. Therefore, attendance and punctuality are considered essential functions of each staff member's job, and each staff member is expected to be at work on time each day and to remain at work and be productive throughout the scheduled workday. Unexcused absenteeism or tardiness is disruptive of HPREC's business and interferes with its ability to satisfy our customer's needs. Excessive absenteeism or tardiness that is unexcused may result in disciplinary action, up to and including immediate termination of employment. As a guideline, three (3) or more incidents of tardiness or unscheduled/unapproved absences (unless protected by law or excused under HPREC's leave policies) within a sixty (60) day period will be considered excessive.



Staff members who are going to be late or absent from work for any reason, must notify the Director of Programs or Human Resources Manager as far in advance as possible so that proper arrangements can be made to handle their work during their absence. If prior notice cannot be given, a staff member must notify the Director of Programs or Human Resources Manager as soon as possible. If a staff member is required to leave work early, the Director of Programs and/or the Executive Director must also be contacted to obtain his/her permission. When absence is due to illness, HPREC may require appropriate medical documentation.

Professional Leave and Schedule Change Requests (Related Services)

For all professional leave and schedule changes, a **RSP Professional Leave and Schedule Change Form**, is available on the HPREC website (www.hprec.com) and must be completed at least ten (10) days prior to the requested date of leave and signed by the Special Education Director/Coordinator and HPREC Director of Programs.

A Special Education Director/Coordinator may request that an Related Service Provider change the day that he/she is in a particular district (e.g., to attend an IEP meeting). In this case, he/she must complete an **RSP Professional Leave and Schedule Change Form** and have both Special Education Directors/Coordinators sign the form to receive consent for schedule change. On the **RSP Professional Leave and Schedule Change Form**, mark “schedule change” and fill in the details of the schedule change.

Turn in all **RSP Professional Leave and Schedule Change Forms** into the HPREC’s Human Resources Manager who will submit it for the Director of Programs initial approval. HPREC’s Executive Director provides final approval on all leave requests within 7 school days of leave. **All leave must be documented on the Task and Travel Log.**

Sick Leave Requests

If a staff member wakes up ill and will not be able to attend work, s/he needs to call HPREC and notify them that s/he will not be working. Please call prior to 8:00 a.m. and leave a message on the answering machine of the Human Resources Manager (575-445-7090). Staff members must also contact the school/district to inform them that s/he will not be in district.

For Related Service Providers, leave taken due to illness, must be documented on the Task and Travel Log, and signed by special education director or acting supervisor for that day. HPREC’s Executive Director provides final approval on all leave requests.

For office staff, leave taken due to illness, a Leave Request form must be completed and submitted to the Executive Director. For non-certified staff members, sick leave must also be documented on the staff member’s timesheet.

Timesheets (Office Employees)

For non-certified office staff members, each staff member is responsible to ensure that all information regarding hours worked is reported accurately and timely. Staff members are responsible for submitting their own timesheet, complete with signature. Deadline for submission of time is the last day of the pay period prior to payday.

Bad Weather Days

A priority of HPREC is the safety of our personnel. Thus, if road conditions prohibit safe travel to and from the designated school or the office, staff members are encouraged not to travel.

For office staff, if the HPREC office is closed due to weather by the Executive Director, then time does not need to be made up. If the office is not officially closed and you are unable to come in or need to come in late or leave early due to road conditions, there are two options:

1. Submit a Leave Request and take personal or annual leave, or
2. Make up the time (up to one day) as approved by the Executive Director and/or Director of Programs. This time will need to be pre-approved. You need to document your flex time on a Leave Request Form and timesheet.



For Related Service Providers, he/she must notify the school and HPREC that they will not be working or will be working in an approved alternative school or the HPREC Office. Bad weather days do not count toward contract days and must be made up or substituted with a personal day. **All snow days must be documented on the task and travel time sheet.**

For all staff members, if due to weather, the HPREC office is closed or has not yet opened and you will not be traveling to your designated district, call HPREC's Human Resources Manager and leave a message.

Related Service Provider Task and Travel Logs

Documentation of related service provider's time will be recorded, along with the appropriate district signature, on the Task and Travel Log and submitted to HPREC at the end of each two week pay period in accordance with the State Employee calendar. Failure to submit a completed log within the above established timeline will result in disciplinary action taken pursuant to the agency's discipline policy.

All Task and Travel Logs must be:

1. Completely filled out each day, included in the time sheets will be all sick days, doctor appointments, personal day, off contract days, professional days, bad weather days, and schedule changes. Each day must be signed by school personnel to document your time at each school, as well as any leave or schedule changes. DO NOT have school personnel sign for multiple days. A full day must be documented for each day of the week with the appropriate signatures in order to keep accurate records.
2. Document your mileage, number of days, and travel time. Please round travel time to the nearest 15 minutes.
3. Prior to submitting timesheet to HPREC, staff members must sign and date each time sheet.

It is important that every Task and Travel Log be filled out correctly with 10 days logged every pay period (i.e., all days worked and all time off).

Task and Travel Log may be dropped off, mailed, or faxed to HPREC's Human Resources office.

For Related Service Providers, if Task and Travel Log are not completed properly and turned into HPREC by the designated date, then the Related Service Provider will not be paid for mileage until the following pay period.

Salary Scale

All contracts or employment agreements with staff members shall be in writing and the salary shall be in accordance with adopted salary schedules. According to the following HPREC Policies and Procedures,

On an annual basis, the Executive Director will prepare salary schedules for each employee classification within the budgetary constraints of anticipated revenues for the review and approval of the Council. These schedules will form the basis for determining the annual salary of employees.

Each employee is responsible for verification of applicable training and experience. All verification of experience and training must be in the Executive Director's office by September 15 in order to be counted on current year salary schedules.

Increments for experience may be granted upon the satisfactory completion of a year's work; however, the Council reserves the right to refuse annual increments.

Prior experience in approved settings will be credited on the salary schedule as determined by the Executive Director. A full year's experience will be credited on the salary schedule if approved by the Executive Director; fractional years of experience will be dropped if less than one-half year.

Daily rates are computed on the contract year.



The maintenance and integrity of salary schedules is dependent upon the receipt of adequate federal and/or state funds.

A copy of the current salary scale is available from the HPREC Executive Director, Director of Programs, and/or Human Resources Manager.

Mileage

For all HPREC related service providers, mileage will be paid for travel to districts if the distance is 25 miles or greater from the town of residence to the duty station. Travel will be paid as follows: HPREC will pay the smaller amount of: (a) the distance between home and the school district destination, or (b) the distance between the duty station and another school district. Mileage will be paid at a rate of \$0.42 per mile if the employee travels less than 500 miles within a given pay period. Mileage will be paid at a rate of \$0.46 per mile if the employee travels 500 or more miles within a given pay period. For Related Service Providers, mileage must be documented on the staff member's Task and Travel Log.

For all HPREC office staff, mileage will be paid for travel to districts other than the duty station as follows: the HPREC will pay the smaller amount of: (a) the distance between home and the school district destination, or (b) the distance between the duty station and another school district. Mileage will be paid at a rate of \$0.32 per mile. For office staff, mileage will be documented the Reimbursement and Leave Request for Travel form.

Region-Wide Mileage Chart										
	Cimarron	Clayton	Des Moines	Eagle Nest	Maxwell	Mosquero	Raton	Roy	Springer	Trinidad
Cimarron		108	78	23	36	89	41	71	25	63
Clayton	108		45	131	96	107	83	89	83	105
Des Moines	78	45		101	63	140	37	122	76	60
Eagle Nest	23	131	101		59	112	64	94	48	87
Maxwell	36	96	63	59		77	26	59	13	49
Mosquero	87	107	140	112	77		103	18	64	128
Raton	41	83	37	64	26	103		85	39	20
Roy	71	89	122	94	59	18	85		46	109
Springer	25	83	76	48	13	64	39	46		64
Trinidad	63	105	60	87	49	128	20	109	64	



State-Wide Mileage Chart

Departing From Raton To ...	Miles	Departing From Raton To ...	Miles
Alamogordo	345	Los Alamos	161
Albuquerque	224	Portales	253
Artesia	338	Roswell	298
Carlsbad	374	Santa Fe	165
Clovis	234	Santa Rosa	169
Deming	457	Silver City	462
Farmington	309	Socorro	301
Gallup	362	Taos	95
Hobbs	362	Truth or Consequences	373
Las Cruces	413	Tucumcari	177
Las Vegas	106	Vaughn	206
Lordsburg	506		

Evaluations

The purpose of an evaluation is to record successes and to make recommendations for improving job performance. Staff members will receive at least one annual summative evaluation. A staff member's work and performance are continually evaluated by the supervisor. Each year a formal summative evaluation is conducted and discussed with each staff member. Staff members may make written comments on their evaluations. If appropriate, those staff members having difficulty may be counseled by their supervisors, and a plan of action with recommendations may be developed. Evaluations must be signed by the staff member, Executive Director, and Director of Programs. (See Appendix A, for procedures and documents for Related Service Provider's evaluations.)

Corrective Discipline

Misconduct may be grounds for applying progressively severe disciplinary measures as the circumstances warrant. Correction may be initiated on any level based on each individual case and its severity. The disciplinary measures listed below are examples only; the steps used as examples do not have to be implemented in the sequence listed.

Disciplinary steps may include the following:

- Verbal warning
- Counseling
- Written reprimand
- Suspension with pay
- Suspension without pay
- Demotion
- Termination

Harassment

It is the policy of HPREC to provide an employment and business environment free from harassment. No staff member of HPREC shall engage in harassment based on sex, race, color, national origin, religion, age, disability, or veteran status. HPREC shall investigate all allegations of harassment and shall take prompt and appropriate disciplinary action against staff members who engage in conduct constituting harassment as defined in HPREC policy.

Staff Member Complaints

The purpose of the staff member complaint procedure is to provide staff members an orderly process for the prompt and equitable resolution of complaints in the most timely and cooperative manner possible.

It is the intention of the HPREC administration that all complaints be resolved informally and at the lowest administrative level possible. If an informal conference regarding a complaint fails to resolve the matter to the staff member's satisfaction, the staff member may initiate a formal grievance pursuant to HPREC policy.



Related Service Provider Information

Supervision

All social workers, school psychologists, speech-therapists, physical therapy assistants, and certified occupational therapist assistants who require supervision according to New Mexico regulation and licensing department or corresponding boards, shall receive: (a) face-to-face supervision, (b) signed documentation, (c) coaching, mentoring, and modeling. The supervising provider will be responsible for documenting all supervision activities on the Supervision Log, ensuring that the log is signed by both providers and submitting the log annually to HPREC Medicaid Manager.

Parent Contacts

All Related Service Providers must meet with parents at least three times during the school year. All meetings must be documented and entered into TIEnet. Documentation should include: student's name, date, activity, and notes.

Medicaid School-Based Services

Overview

HPREC coordinates the use of Medicaid reimbursement funds to improve health related services for all children in the member school districts.

Background

New Mexico schools provide a variety of health-related services to students. The Individuals with Disabilities Education Act (IDEA-B) and Section 504 require schools to accommodate students who have a disability and are in need of services. The expense of these services is managed by the school districts through a combination of federal, state, and local funds.

The Medicare Catastrophic Coverage Act of 1988 (MCCA) and the Omnibus Budget Reconciliation Act of 1989 (OBRA '89) gave state Medicaid programs the authority through the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) initiative to reimburse schools for the expenses of health related services including screening activities and related services provided to Medicaid eligible children as part of an Individual Education Program (IEP) or an Individual Family Service Plan (IFSP).

Additional components of the MSBS include Administrative Time Study process, in which all related service providers participate. **This program does not affect the Medicaid status of families in any manner.**

Reimbursement Provides Health Services For All Children

Schools receive Medicaid reimbursement for providing a broad range of preventative and remedial health care services as described in a plan adopted by the Department of Human Services Department for the State of New Mexico.

Some of the services/activities funded by MSSP include:

- Increased school nursing in all districts
- Mental health counseling
- School-based social work
- Health-related equipment and materials
- Afterschool childcare programs
- Personnel development and training activities for health care providers
- School Based Health Clinics



IEP Medicaid Consent Form

Related Service Providers can assist in the Medicaid billing process by supporting these steps performed by school site personnel:

1. Medicaid sections on ALL students should be completed during an IEP meeting.
 - The Medicaid Consent Form appears on the Consent for Services page. The form is signed when a parent gives consent. Additionally, a box (Yes or No) must be checked.
 - If the student receives related services (including nursing services), the Units of Service Form that is in TIEnet must be completed. If the student does not receive related services, the Units of Services Form does not need to be completed.
 - Current physician information must be included on the Units of Services Form.
 - Transportation information for students receiving related services should be included. Transportation to related services can be deemed medically necessary and is eligible for billing.
2. The Units of Service Form is then sent to HPREC to the attention of the Medicaid Manager. HIPPA allows for faxing and is encouraged.
3. HPREC then forwards the Units of Service Form to the physician for approval.
4. Once the Units of Services Form has been signed by the primary care physician or a Good Faith Effort has been performed, HPREC can begin billing for services.
5. Student Medicaid information is securely stored at HPREC, as per records and retention guidelines.

Service Logs

Service logs are required documentation by IDEA and for Medicaid billing guidelines. HPREC's Related Service Providers ensure the completion of all Medicaid documentation within ten (10) working days following the last day of completed month. This includes services with supervision. *Please see Electronic Signatures Information on Page 11.*

Service Logs need to clearly delineate the medically necessary related services that are provided for the student.

Service Logs must contain:

- Student Name
- Student ID Number
- IEP Start Date
- IEP End Date
- Provider's Name, Medicaid ID, and Service Type
- Related Service Type (i.e., Service Code)
- Session Size
- Diagnostic Code
- Date and Time of Service
- IEPs Goals (and objectives, if appropriate)
- Outcomes and Progress
- Activity/Services Intervention and Comments (include focus of session, objective statement of what the student did, and specific goals that were targeted).

Service Logs: ICD-9 Codes

All Related Service Providers must provide the appropriate ICD-9 code based on the student's disability.

Medicaid School-Based Services – Guidelines for Billing Evaluations

For Guidelines on billing evaluations under Medicaid School based services, see Appendix D.



Appendix A: Evaluation and Portfolio Process for Related Service Providers

Evaluation and Portfolio Process

1. The HPREC Executive Director and/or Director of Programs will evaluate each staff member of HPREC each year. Executive Director will approve and sign all evaluations.
2. All staff members will be made aware of the purpose and criteria for the performance evaluation. Detailed performance indicators provide the criteria for competence in the areas of program management, assessment, direct services/therapy, collaboration, and professionalism.
3. Training will be provided to all staff members based on the performance indicators and will include components for the professional portfolio, self-assessment, and summative evaluation.
4. Summative evaluation will be based on the competencies on each performance indicator, professional portfolio, formal and informal observations, and feedback from member schools (i.e., principals, Special Education Directors, and/or superintendents).
5. A pre-conference observation form needs to be completed by each staff member prior to the formal observation. Two formal evaluations need to be held for all staff members employed by HPREC for two years or less. One formal evaluation needs to be held for all staff members employed by HPREC for more than two years. Additional observations may be scheduled at the discretion of the HPREC administration and/or as outlined in the Improvement assistance Plans. It is the responsibility of the staff member to schedule observations with the Director of Programs.
6. The HPREC administration will provide assistance and guidance to each staff member demonstrating areas of weakness. Support and activities will be documented on the Improvement Assistance Plan. If the HPREC administration considers work performance unsatisfactory, notice will be given to the staff member of possible discharge or non-renewal of contract (SBE 89-1).

Evaluation and Portfolio Timelines (Related Service Providers)

November 1	Begin Professional Portfolio Review
March 15	Formal observation completed
March 15	Complete Professional Portfolio Review
May 1	Summative evaluation scheduled

Related Services Personnel Portfolio Guidelines

The professional portfolio is an organized collection of work that demonstrates the related services provider's skills, knowledge, and accomplishments. The portfolio is an opportunity to demonstrate professional competence with regard to meeting the performance standards for program management, assessment, direct services/therapy, collaboration, and professionalism. The portfolio provides the related services provider with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with HPREC administration.

The Professional Portfolio ...

- is one component of a multi-source evaluation,
- is a web-based, and
- is based on documents in TIEnet

**Your Electronic Professional Portfolio Will Include:**

Related Service Providers will submit four names of students from their TIEnet caseload. These documents will be used as part of the evaluation process. Specifically, the following will be reviewed:

- Two complete IEPs (different students and different districts, if possible)
- Service Log
- An initial assessment, if appropriate
- A re-evaluation, if appropriate
- Functional Behavior Assessments and Behavior Intervention Plans (Social Workers)

Final Documentation Will Include:

- Parent contact logs
- Supervision Documentation Verification Form

Related Service Providers may request the above documents to be reviewed throughout the year for feedback and coaching.

Related Service Providers Performance IndicatorsProgram Management

M-1: The related services provider effectively plans, coordinates, and implements a program consistent with established guidelines, policies, and procedures.

- knows and follows applicable local, state, and federal IDEA regulations, policies, guidelines, and procedures.
- demonstrates effective time management and flexibility to allow for direct therapy to students, consultation with staff, technical support, and assessment.
- is consistently on time for meetings/appointments for caseload students.

M-2: The related services provider manages program resources effectively.

- is accountable for materials, equipment, and supplies.

M-3: The related services provider maintains accurate student/program records.

- maintains accurate and up-to-date special education information.
- completes/submits reports, assessment, and IEP information in a timely manner.
- is accountable for ensuring accurate and complete student records.

Assessment

A-1: The related services provider assesses and documents attainment of IEP goals and objective(s).

- observes and records student progress in a systematic and data-based manner.
- maintains accurate records of test administration and results.
- reviews data to reflect on IEP goal(s) and objective(s) progress and completion.
- uses a variety of formal and informal methods for evaluating students.

A-2: The related services provider demonstrates proficiency in administering, scoring/evaluating, and interpreting data from instruments or records.

- selects/administers assessment/screening tools that are appropriate for the disability
- administers selected evaluation instruments in a standardized manner.
- analyzes and interprets assessment data correctly.

A-3: The related services provider uses assessment information for decision-making and to improve the delivery of services.

- uses data to modify therapy and/or interventions.
- uses assessment results to identify individual and/or group learning needs.
- collects/uses a variety of data to determine the effectiveness of services provided.



Direct Services/Therapy

D-1: The related services provider demonstrates current, accurate, and comprehensive knowledge consistent with the profession.

- is knowledgeable about assigned disability(ies) and applies relevant techniques.

D-2: The related services provider provides intervention/instruction that promotes student learning.

- develops lessons/therapy that are directly linked to Common Core State Standards or New Mexico Content Standards and Performance Benchmarks.
- develops lessons/therapy plans that are clear, logical, and sequential.
- plans therapy appropriate to the developmental levels and needs of students.
- plans a variety of activities/strategies to encourage maximum student involvement and provide for individual differences.
- communicates clear, consistent work expectations to students.
- manages students' learning/behavior and adjusts teaching/therapy accordingly.

D-3: The related services provider seeks, selects, and uses resources compatible with student/program needs.

- plans for and uses appropriate materials, delivery methods, and resources to enhance therapy activities.
- uses/integrates technology in special education services (as appropriate).

D-4: The related services provider maintains effective communication and rapport with students.

- seeks and maintains a satisfactory working relationship with students in a variety of school settings.
- models caring, fairness, humor, courtesy, respect, and active listening, while respecting privacy and professional boundaries.
- promotes/models respect for individual and cultural differences.

D-5: The related services provider fosters an organized environment.

- takes responsibility for ensuring that direct services are implemented in appropriate and professional setting.
- ensure that all special education paperwork is completed within given timeframes.
- ensure that their therapy schedule is accurate, updated on a regular basis, and submitted to HPREC and Special Education Directors.

Collaboration

C-1: The related services provider consults/collaborates with school personnel.

- communicates/collaborates with colleagues in order to improve student performance.
- collaborates with special education teacher(s) regarding student's academic program.
- communicates with HPREC Executive Director and director of programs, as well as Special Education Directors regarding schedule, caseloads, concerns, etc.
- provides assistance to teachers/teams in planning educational strategies, interventions, and/or accommodations for special needs students.
- Collaborates with special education and other related service providers personnel in developing a draft IEP prior to the IEP meeting.

C-2: The related services provider consults/collaborates with parents and community representatives/agencies.

- initiates communication with parents concerning student progress/problems and documents contacts on parent contact log.
- responds promptly to parental concerns.
- coordinates/attends parent conferences as needed/requested.
- initiates communication with other service providers/community agencies, as needed.



Professionalism

P-1: The related services provider demonstrates a professional demeanor and practices ethical standards appropriate to the profession.

- maintains a professional appearance.
- relates to co-workers, customers/clients, and others in an ethical and professional manner.
- demonstrates good character and integrity.
- respects confidentiality.
- assumes responsibility for personal actions.
- represents HPREC favorably in the school district/community.
- uses acceptable and professional written and oral language.
- selects appropriate channels for resolving concerns and problems.

P-2: The related services provider participates in a meaningful and continuous process of professional development.

- sets/meets goals to improve job performance.
- participates in professional development opportunities appropriate for the work assignment.
- explores and applies knowledge about new or improved techniques and strategies.
- maintains proper licensure and certification.

P-3: The related services provider contributes to and supports the profession, HPREC, and the effectiveness of the regional schools.

- is punctual and has good attendance.
- keeps an accurate and legible *Task and Travel Log*
- demonstrates appropriate use of staff member leave.
- is flexible and open to change.
- supports/assists co-workers/team members.
- is loyal to the organization and advances the mission/goals.
- contributes to the development of the profession by serving as a mentor or peer coach and/or by supervising interns when requested.
- participates in professional organizations and keeps current on the research in the field of therapy and effective special education practices.



High Plains Regional Education Cooperative
Related Services Personnel
Observation and Conference Record

If observing therapy, please attach IEP for the student(s) who will be observed. Highlight the specific goal(s) and/or objectives that you will targeting.

If observing a meeting, please attach report or other documents that you will be reviewing during the meeting.

Date and time of observation:

Location of observation:

Materials to be used:

Activities planned for the session:

Focus/objective of the session:

Areas that you would like specific feedback:

Provider's Signature: _____ Date: _____



Observation Feedback Form

Evidence

	Clear	Some	None	NA	Evidence/Comments
Domain: Program Management					
M-1: The related services provider effectively plans, coordinates, and implements a program consistent with established guidelines, policies, and procedures.					
M-2: The related services provider manages program resources effectively.					
M-3: The related services provider maintains accurate student/program records.					
Domain: Assessment					
A-1: The related services provider assesses and documents attainment of IEP goals and objective(s).					
A-2: The related services provider demonstrates proficiency in administering, scoring/evaluating, and interpreting data from instruments or records.					
A-3: The related services provider uses assessment information for decision making and to improve the delivery of services.					
Domain: Direct Services/Therapy					
D-1: The related services provider demonstrates current, accurate, and comprehensive knowledge consistent with the profession.					
D-2: The related services provider provides intervention/instruction that promotes student learning.					
D-4: The related services provider maintains effective communication and rapport with students.					
D-5: The related services provider fosters an organized environment.					



Evidence					Evidence/Comments
	Clear	Some	None	NA	
Domain: Collaboration					
C-1: The related services provider consults/collaborates with school personnel.					
C-2: The related services provider consults/collaborates with parents and community representatives/agencies.					
Domain: Professionalism					
P-1: The related services provider demonstrates a professional demeanor and practices ethical standards appropriate to the profession.					
P-2: The related services provider participates in a meaningful and continuous process of professional development.					
P-3: The related services provider contributes to and supports the profession, HPREC, and the effectiveness of the regional schools.					

Recommendations and Comments:

Evaluator: _____



Performance Indicators Rubric

Domain: Program Management

	*Meets Expectation (Score 2)	Needs Improvement (Score 1)	Unsatisfactory (Score 0)
M-1	The related services provider effectively plans, coordinates, and implements a program consistent with established guidelines, policies, and procedures.	The related services provider participates when approached in planning, developing, implementing, and/or following-up on interventions, programs, and/or services to students.	The related services provider does not participate in the full cycle of program/intervention/service delivery.
M-2	The related services provider manages program resources effectively.	The related services provider requires and responds to guidance on management of resources.	The related services provider demonstrates questionable practices in managing resources.
M-3	The related services provider maintains accurate student/program records.	The related services provider records and reports are not polished. Additionally, there may be issues with timeliness, accuracy, and/or thoroughness.	The related services provider fails to complete records and reports in a timely and accurate manner.

* The performance standard is the expectation for satisfactory performance.

Domain: Assessment

	*Meets Expectation (Score 2)	Needs Improvement (Score 1)	Unsatisfactory (Score 0)
A-1	The related services provider assesses and documents attainment of IEP goals and objective(s).	The related services provider maintains a record of therapy objective completion, but has weak or incomplete documentation.	The related services provider does not complete necessary documentation of program objectives.
A-2	The related services provider demonstrates proficiency in administering, scoring/evaluating, and interpreting data from instruments or records.	The related services provider knows when and where to seek assistance with instruments or data interpretation and access assistance when needed.	The related services provider does not appropriately administer or accurately interpret data from instruments or records.
A-3	The related services provider uses assessment information for decision-making and to improve the delivery of services.	The related services provider makes decision based heavily on perception with little consideration of other assessment information.	The related services provider decision making does not show evidence of the use of assessment data.

* The performance standard is the expectation for satisfactory performance.



Domain: Direct Services/Therapy

	*Meets Expectation (Score 2)	Needs Improvement (Score 1)	Unsatisfactory (Score 0)
D-1	The related services provider demonstrates current, accurate, and comprehensive knowledge consistent with the profession.	The related services provider continues to develop the ability to demonstrate professional knowledge consistently in practice.	The related services provider professional knowledge is out-of-date.
D-2	The related services provider provides intervention/ instruction that promotes student learning and are linked to Common Core State Standards or New Mexico Content Standards and Performance Benchmarks.	The related services provider uses a limited number of strategies or approaches to meet the needs of students.	The related services provider does not differentiate strategies or approaches of compatibility with student/program needs.
D-3	The related services provider seeks, selects, and uses resources compatible with student/program needs.	The related services provider inconsistently identifies, selects, and uses resources compatible with student/program needs.	The related services provider continually uses the same resources regardless of compatibility with student/program needs.
D-4	The related services provider maintains effective communication and rapport with students.	The related services provider makes an effort to communicate with students, but is ineffective.	The related services provider addresses students in a cool and impersonal manner.
D-5	The related services provider fosters an organized therapy environment.	The related services provider inconsistently organizes the therapy environment.	The related services provider does not present evidence of using effective routines or strategies to organize the therapy environment.

* The performance standard is the expectation for satisfactory performance.

Domain: Collaboration

	*Meets Expectation (Score 2)	Needs Improvement (Score 1)	Unsatisfactory (Score 0)
C-1	The related services provider consults/collaborates with school personnel.	The related services provider inconsistently seeks input or feedback regarding program functioning or outcomes.	The related services provider operates the program in isolation from other school personnel.
C-2	The related services provider consults/collaborates with parents and community representatives/agencies.	The related services provider inconsistently works with families and school staff to support the needs of students.	The related services provider does not work with others in supporting student success.

* The performance standard is the expectation for satisfactory performance.



Domain: Professionalism

	*Meets Expectation (Score 2)	Needs Improvement (Score 1)	Unsatisfactory (Score 0)
P-1	The related services provider demonstrates a professional demeanor and practices ethical standards appropriate to the profession.	The related services provider inconsistently demonstrates professional and/or ethical behavior.	The related services provider is unprofessional and/or unethical in word and/or action.
P-2	The related services provider participates in a meaningful and continuous process of professional development.	The related services provider inconsistently uses strategies presented in professional development offerings.	The related services provider rarely uses strategies presented in professional development.
P-3	The related services provider contributes to and supports the profession, HPREC, and the effectiveness of the regional schools.	The related services provider inconsistently contributes and supports the professional community and its endeavors.	The related services provider does not contribute and/or support profession, HPREC, school district, or school.

* The performance standard is the expectation for satisfactory performance.



High Plains Regional Education Cooperative Summative Evaluation Form

Employee's Name: _____

Date of Evaluation: _____

Position:

- ☐ Diagnostician
- ☐ Occupational Therapist
- ☐ Certified Occupational Therapy Assistant
- ☐ Speech-Language Therapist
- ☐ Social Worker
- ☐ Physical Therapist
- ☐ Rehabilitation/Transition Counselor
- ☐ Other: _____

Strengths:

Areas for Improvement (Goals):

Recommendation:

- ☐ Continued Employment
- ☐ Non-renewal of contract (attach explanation)
- ☐ Improvement Assistance Plan (attach explanation)

Signatures:

Employee: _____ Date: _____

Executive Director: _____ Date: _____

Director of Programs: _____ Date: _____

Note: employee signature acknowledges receipt of form, not necessarily concurrence. Written comments may be attached. If comments are attaches, initial and date here. _____



Program Management

<i>Comments</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
M-1 The related services provider effectively plans, coordinates, and implements a program consistent with established guidelines, policies, and procedures.			
M-2 The related services provider manages program resources effectively.			
M-3 The related services provider maintains accurate student/program records.			

Assessment

<i>Comments</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
A-1 The related services provider assesses and documents attainment of IEP goals and objective(s).			
A-2 The related services provider demonstrates proficiency in administering, scoring/evaluating, and interpreting data from instruments or records.			
A-3 The related services provider uses assessment information for decision-making and to improve the delivery of services.			

Direct Services/Therapy

<i>Comments</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
D-1 The related services provider demonstrates current, accurate, and comprehensive knowledge consistent with the profession.			
D-2 The related services provider provides intervention/instruction that			



promotes student learning.			
D-3 The related services provider seeks, selects, and uses resources compatible w/ student/program needs.			
D-4 The related services provider maintains effective communication and rapport with students.			
D-5 The related services provider fosters an organized environment.			

Collaboration

<i>Comments</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
C-1 The related services provider consults/collaborates with school personnel.			
C-2 The related services provider consults/collaborates with parents and community representatives/agencies.			

Professionalism

<i>Comments</i>	<i>Meets Expectations</i>	<i>Needs Improvement</i>	<i>Unsatisfactory</i>
P-1 The related services provider demonstrates a professional demeanor and practices ethical standards appropriate to the profession.			
P-2 The related services provider participates in a meaningful and continuous process of professional development.			
P-3 The related services provider contributes to and supports the profession, HPREC, and the effectiveness of the regional schools.			



High Plains Regional Education Cooperative Improvement Assistance Plan

Employee's Name: _____ School Year: _____

Date Initiated: _____ Evaluator: _____

Domains(s) and standards requiring improvement:

Objective and standards for improvement:

Performance Objective

Procedure/Resources

Target Date(s)

Results of improvement plan:

Performance Objective

Comments

*Review Date(s)**

* Review dates should be prior to target dates for each improvement objective. Review is to document support and assistance provided to the employee.

Recommendations based on outcome of improvement plan:

- ☐ Sufficient improvement has been achieved: The employee is no longer on an improvement plan.
- ☐ Some improvement has been achieved, but more improvement is needed: The teacher remains on an improvement plan.
- ☐ Little or no improvement has been achieved. The employee is recommended for non-renewal or dismissal.

Employee Signature: _____

Date: _____

Executive Director Signature: _____

Date: _____



Appendix B: Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that school correct records, which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call High Plains Regional Education Cooperative at 505-445-7090.

Alternatively, you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605



Frequently Asked Questions About FERPA

What is FERPA? The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student"). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

How are parents informed about their rights under FERPA? Educational agencies and institutions are required to notify parents and eligible students about their rights under FERPA. Section 99.7 of the FERPA regulations sets forth the requirements for the notification. Schools do not have to individually notify parents and eligible students but do have to notify them by any means that are reasonably likely to inform the parents or eligible students of their rights.

Under what circumstances may a school disclose information from education records without consent? There are several exceptions to FERPA's general prior consent rule that are set forth in the statute and the regulations. See § 99.31 of the FERPA regulations. One exception is the disclosure of "directory information" if the school follows certain procedures set forth in FERPA. (34 CFR § 99.31(a)(11).)

What is "Directory Information"? FERPA defines "directory information" as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Typically, "directory information" includes information such as name, address, telephone listing, date, and place of birth, participation in officially recognized activities and sports, and dates of attendance. A school may disclose "directory information" to third parties without consent if it has given public notice of the types of information which it has designated as "directory information," the parent's or eligible student's right to restrict the disclosure of such information, and the period of time within which a parent or eligible student has to notify the school in writing that he or she does not want any or all of those types of information designated as "directory information." The means of notification could include publication in various sources, including a newsletter, in a local newspaper, or in the student handbook. The school could also include the "directory information" notification as part of the general notification of rights under FERPA. The school does not have to notify a parent or eligible student individually. (34 CFR § 99.37.)

Can a postsecondary institution disclose financial records of an eligible student with the student's parents? If the student is a dependent for income tax purposes, the institution may disclose any education records, including financial records to a student's parents. If the student is not a dependent, then the student must generally provide consent for the school to disclose the information to the parents.

What if the child is a minor and he or she is taking classes at a local college while still in high school - do the parents have rights? If a student is attending a postsecondary institution - at any age - the rights under FERPA have transferred to the student. However, in a situation where a student is enrolled in both a high school and a postsecondary institution, the two schools may exchange information on that student. If the student is under 18, the parents still retain the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school.

May a postsecondary institution disclose to a parent, without the student's consent, information regarding a student's violation of the use or possession of alcohol or a controlled substance?

Yes, if the student is under the age of 21 at the time of the disclosure. FERPA was amended in 1998 to allow such disclosures. See § 99.31(a)15 of the FERPA regulations. Also, if the student is a "dependent student" as defined in FERPA, the institution may disclose such information, regardless of the age of the student.



Appendix C:

Health Insurance Portability and Accountability Act (HIPPA)

HIPAA Questions/Answers

What is HIPAA?

HIPAA is the Health Insurance Portability and Accountability Act of 1996, Public Law 104-191, passed August 21, 1996.

HIPAA was enacted for four main purposes:

- Portability and availability of health care,
- Nondiscrimination based upon health related status,
- Medicare and Medicaid fraud and abuse, and
- Administrative simplification regarding electronic transmission of health care information.

The final privacy rules regarding administrative simplification require:

- More efficient healthcare delivery through standardized electronic data interchange, and
- Increased and standardized protection of the confidentiality and security of health data.

Who must comply with HIPAA?

All health plans (medical, dental, and Section 125 medical reimbursement accounts) are covered entities under the HIPAA regulations and must comply with the privacy and security regulations of HIPAA.

An employer sponsored health plan, not the employer itself, is a HIPAA Covered Entity. In its role of plan sponsor and plan administrator, employers must deal with a variety of HIPAA privacy requirements. The privacy requirements are different depending upon whether the health plan is fully funded or self-insured

The responsibility for HIPAA compliance for fully funded health plans lies with the health insurance carrier. The responsibility for HIPAA compliance for self-insured health plans lies with the employer because the employer is the plan sponsor and plan administrator.

What is HIPAA's purpose?

To ensure consistent treatment of patient's medical data by every healthcare provider in the United States and to protect against unauthorized disclosure of private information. An individual's private medical data is called Protected Health Information (PHI).

What is considered PHI?

Protected Health Information is anything that can be used to identify a member including:

- Your health history
- Your medical records
- Your name, address and date of birth
- Your marital status
- Sex
- Social Security Number
- Information regarding your dependents
- Other similar information that relates to past, present or future medical care

It is permissible under HIPAA to transmit or share data that has been de-identified. That means that all references to a specific, identifiable person have been removed from all communications.

**What are some examples of situations where PHI may be disclosed?**

Non-routine disclosures may be made to:

- The health plan sponsor for payment or other claims purposes.
- Organ donation and tissue transplant entities, if you are an organ or tissue donor.
- The military if you are a member of the armed services.
- Workers' compensation carriers.
- Public health agencies.
- Law enforcement personnel in response to legal requirements.
- Coroners, medical examiners, funeral director.
- Legal representative in response to a court order or other legal proceeding.
- National security and intelligence agencies as authorized by law.
- Correctional institutions if you are an inmate.

What type of communication is impacted by HIPAA privacy rules?

HIPAA impacts all forms of communication about protected health information. Examples include:

- Electronic – Protected health information is protected against hackers through the security provisions.
- Written: Patient information is protected by requiring adequate security of medical records.
- Oral: Individuals are protected against casual conversations about their treatment or payment history between office staff within earshot of others.
- Fax: Members are protected against administrators inadvertently sending a fax to the wrong location, thereby compromising their private information.



Appendix D: Medicaid School Based Services – Guidelines for Billing Evaluations

What is Billable as an Evaluation?

An evaluation includes assessments, evaluations, tests, and all related activities performed to determine if an individual is eligible under the provisions of IDEA 2004 and necessary to develop the student's individual education program (IEP).

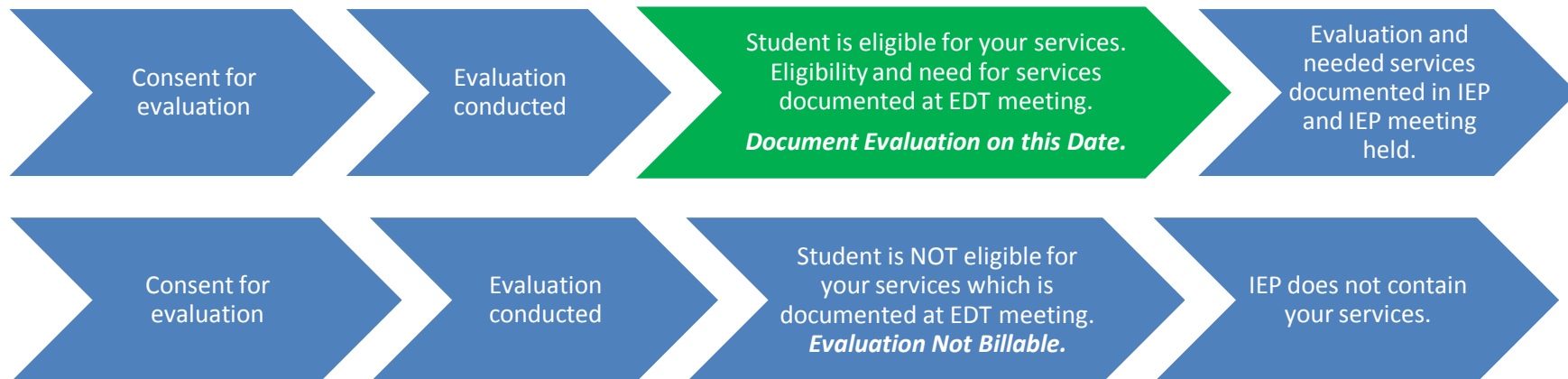
Evaluations for Medicaid School Based Services may be billable for students with IEPs when:

- The evaluation is performed as part of the IDEA eligibility and re-evaluation process and the student is found eligible for the specific, medically relevant related services, and
- At any time when initiating, developing, reviewing or revising a student's IEP plan.

When Do I Document my Evaluation?

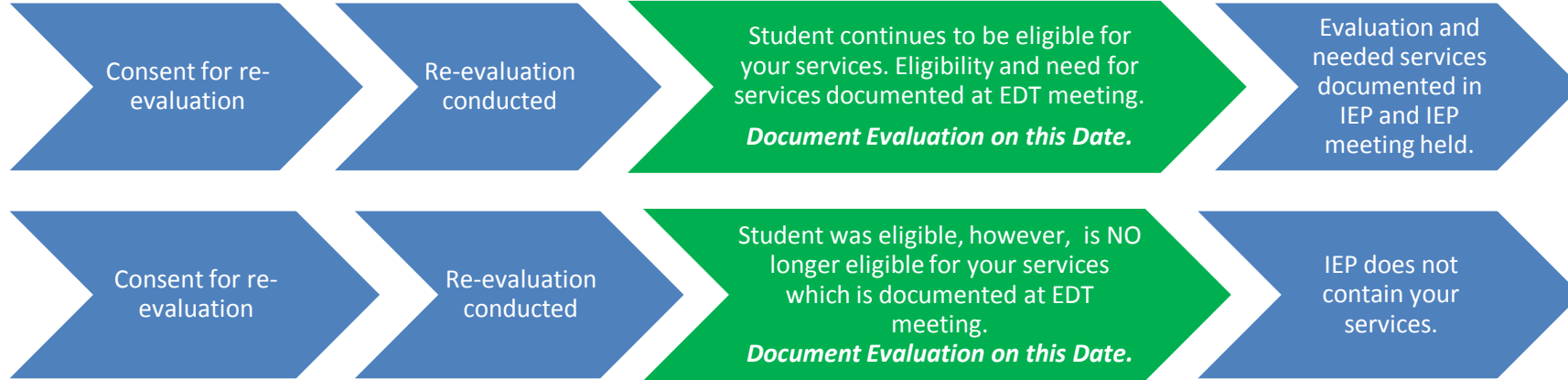
Document your evaluation in your service logs on the date of eligibility determination for special education, if your services become part of the student's IEP or is currently part of the student's IEP. In addition, you can bill for an evaluation if it is needed to determine services as part of the annual IEP development. The evaluation results need to be documented, summarized, and/or linked in the Present Levels of Academic and Functional Performance, Annual Measurable Goals, and Schedule of Services. Possible scenarios include:

Initial Evaluations





Re-Evaluations



Evaluation as Part of IEP Development



How Do I Document my Evaluations?

When completing your service logs for an evaluation or re-evaluation, provide a summary in your service log indicating:

- Reason(s) for the evaluation or re-evaluation,
- Date(s) of evaluation,
- Assessment(s)/test(s) administered,
- Time – include the actual time that you spent in the EDT/IEP meeting, and
- Outcome.



What Codes Do I Use for Evaluations and Re-Evaluations?

For all initial evaluations, use the appropriate code listed below that corresponds to your discipline and the evaluation that you completed to determine eligibility.

Service Provider Description	Procedure Code	Description
<ul style="list-style-type: none">Psychologist (Ph.D., Ed.D., or Psy. D.)Behavioral Health LPCC Or LMFTLevel 2 Or 3 PsychologistPsychiatric NurseSocial Worker - LISW	90801	Completed Psychiatric Diagnostic Interview Exam
<ul style="list-style-type: none">Psychologist (Ph.D., Ed.D., Or Psy. D.)Behavioral Health LPCC Or LMFTLevel 2 Or 3 PsychologistPsychiatric NurseSocial Worker - LISW	90802	Completed Interactive Psychiatric Diagnostic Interview Exam
<ul style="list-style-type: none">Speech TherapistSpeech Therapy Clinical FellowAudiologist	92506	Evaluation of Speech and/or Auditory Processing
<ul style="list-style-type: none">Audiologist	V5010	Audiological Assessment and Hearing Aid Check
<ul style="list-style-type: none">Occupational Therapist	97003	OT Initial Evaluation
<ul style="list-style-type: none">Physical Therapist	97001	PT Evaluation



For all re-evaluations, including evaluations necessary to determine appropriate services as part of the IEP annual review process, use the codes listed above, except for OT and PT. For OT and PT, the appropriate codes for re-evaluations are as follows:

Service Provider Description	Procedure Code	Description
• Occupational Therapist	97004	OT Re-Evaluation
• Physical Therapist	97002	PT Re-Evaluation

How Do I Document the Evaluation/Re-Evaluations in My Service Logs?

Example of Service Log – Initial Evaluation and Student is Eligible for Your Services

Date	Group #	Begin Time	End Time	Min	Location
3/7/2011	1	9:00	10:15	75	School
Service Code	Notes (include focus of session, objective statement on what the student did, and response to therapy for each session, include data)				
90801	COMPLETED Initial Eligibility Evaluation to determine eligibility under SLD including reviewed SAT documentation (3/1/11), gathered and analyzed medical/family/social history (3/1/11), conducted classroom behavior observation (3/1/11), conducted a cognitive assessment - WISC-IV (3/4/11), conducted an individualized academic achievement measure -Woodcock-Johnson III Tests of Achievement (3/5/11), psycho-social evaluation (3/2/11), reviewed and analyzed short-cycle assessment and progress monitoring data (3/2/11). Met today as an EDT/IEP team to review results and determined eligibility as SLD under IDEA 2004 regulations. Documented medically relevant behavior health needed services in IEP.				

Notes: Ensure you include the actual time spent in the EDT/IEP as begin and end time.



Can I Bill for an Initial Evaluation if the Student is Determined Not to be Eligible for Services?

No. You can only bill for an evaluation if the student is found eligible for the medically relevant related service and it is documented in the eligibility determination forms and the IEP. You would document the evaluation as follows:

Example of Service Log – Initial Evaluation and Student is NOT Eligible for Your Services

Date	Group #	Begin Time	End Time	Min	Location
3/7/2011	1	9:00	10:15	75	School
Service Code	<i>Notes (include focus of session, objective statement on what the student did, and response to therapy for each session, include data)</i>				
	NOT BILLABLE - COMPLETED Initial Eligibility Evaluation to determine need for speech or language services. Evaluation included reviewing SAT documentation (3/1/11), gathering and analyzing medical/family/social history (3/1/11), gathering a language sample (3/1/11), conducting an assessment of articulation - Goldman-Fristoe Test of Articulation 2 (3/4/11), conducting an assessment of language skills - Clinical Evaluation of Language Fundamentals 4 -(3/5/11), gathering hearing and vision screening data (3/2/11). Met today as an EDT team, to review results and determined student is not eligible or in need of speech or language services.				

Can I Bill for an Evaluation as Part of the Re-Evaluation Process if the Student is Determined to No Longer be Eligible and/or In Need of Services?

Yes. Due to the fact that, at the time of the evaluation, the student has an IEP with your services documented, you would bill for this evaluation and document the evaluation as follows:

Example of Service Log – Re-Evaluation and Student is Not Eligible for Your Services

Date	Group #	Begin Time	End Time	Min	Location
3/7/2011	1	9:00	10:15	75	School
Service Code	<i>Notes (include focus of session, objective statement on what the student did, and response to therapy for each session, include data)</i>				
90801	COMPLETED Eligibility Evaluation to determine continued eligibility for behavior health services. Evaluation included conducting behavior observations across settings (3/1/11), conducting a functional behavior assessment (3/1/11), and gathering Social Skills Intervention System Rating Scales with teacher and parent (3/4/11 and 3/5/11). Met today as an EDT/IEP team to review results and determined student is no longer eligible or in need of behavioral health services.				



How do I Document my Evaluation in the IEP?

Evaluation and assessment data must be documented in the Present Level of Academic and Functional Performance including the date the evaluation was completed and a summary of the results that documents the need for your services.

What Behavior Health Services are Billable as an Evaluation?

When an EDT or IEP team determines that a student needs behavior health services provided by a social worker or psychologist, the behavior health provider will conduct an evaluation. When the IEP team meets and it is determined that the student needs behavior health services and these services are included in the IEP, then the evaluation is billable.

If the IEP team determines that the behaviors of concern do not have an educational impact and decides that behavior health services do not need to be added to the IEP, then the evaluation is not billable.

Is it Possible to Bill for a School Psychologist's Evaluation and a Social Worker's Evaluation for the Same Student and as Part of the Same Evaluation?

No. As part of the evaluation process, only one behavioral health evaluation (i.e., either school psychologist or social worker) can be billed for any one student at a given time.

Which Evaluations are Billable for School Psychologists?

If a school psychologist conducts an evaluation or re-evaluation that includes behavioral health components and the student is determined to need behavioral health services (provided by either the school psychologist or social worker), the evaluation will be documented and billed as described above.

What is the Process for Billing for an Evaluation, if I am an LMSW?

If an LMSW is conducting an evaluation or re-evaluation, as described above, the LMSW will write up the report, sign it, and submit it to the supervising LISW. The supervising LISW will review, approve, edit (if necessary), and sign the report. The documentation of the evaluations will be included in the LMSW's service log, which will be approved by the supervising LISW. Final billing of the evaluation or re-evaluation is then documented in the LISW's service log (including the billing code) and marked as complete.



What is the Process for Billing for an Evaluation if I am a COTA or PTA ?

If the COTA/PTA is assisting in conducting an evaluation or re-evaluation under the direct supervision of her/his supervisor and as described above, the COTA/PTA will provide all data, scores and protocols to the supervisor. The supervisor will score, interpret, and write up the report, as well as sign it and finalize the report within TIENET. The documentation of the assessments performed by the COTA/PTA will be included in the COTA/PTA's service log, which is then approved by the supervising OT/PT. Final billing of the evaluation or re-evaluation is then documented in the OT/PT's service log (including the billing code) and marked as complete.



Appendix E: **HPREC Forms and Documents Available on Website (www.hprec.com)**

Related Service Provider Task and Travel Log (Word)

Office Leave Request Form (Word)

Related Service Provider Professional Leave and Schedule Change Form (Word)

Travel Request and Reimbursement Form (Word)

Requisition Form

Related Service Provider Weekly Schedule

Related Service Provider Dates at a Glance

Related Service Provider End of Year Checklist