

1. **Adaptive behavior.** The effectiveness or degree to which the individual meets the standards of personal independence and social responsibility expected of students of comparable age and cultural group.
2. **Assistive technology device.** Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such a device.
3. **Assistive technology service.** Any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:
  - a. Evaluating the needs of a student with a disability, including a functional evaluation of the student in the student's customary environment.
  - b. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities.
  - c. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices.
  - d. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs.
  - e. Training or technical assistance for a student with a disability or, if appropriate, that student's family.
  - f. Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of students with disabilities.

- (3) The results of the initial or most recent evaluation of the student, and
  - (4) The academic, developmental, and functional needs of the student.
- b. The IEP team, in conducting a meeting to develop, review and, if appropriate, revise a student's IEP, must consider the following special factors:
- (1) In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP;
  - (2) In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student;
  - (3) Consider the communication needs of the student, and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
  - (4) Consider whether the student needs assistive technology devices and services; and
  - (5) In the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.
    - (a) When making decisions on behavioral interventions, the IEP team must refer to the *USOE Special . . .*

UAAACT Teams and the School Districts They Serve  
As of 9-12-10

<u>Team</u>	<u>District(s) Served</u>	<u>Team Leader</u>	<u>Work Phone</u>
A	Davis	Jim West	801-402-5959
B	Weber	Mona Oversteg	801-476-3990
C	Ogden City	Nadean Lescoe	801-737-8932
D	Alpine	Starla Blackburn	801-310-1374
E	Salt Lake City, Tooele 141	Merrie Smithson	801-578-8180 x
F	Daggett, Duchesne, Uintah 2822	Dave John	435-781-3125 x
G	Jordan	Judy Roberts	801-446-3215
H	Beaver, Iron, Millard	Chad Fletcher	435-592-3306
I	Grand, San Juan	Carrie Fisher	435-259-5628
J	Granite, Murray	Lesa Stone	801-646-4508
K	Juab, Sevier, No. Sanpete, So. Sanpete, Piute	Patricia Smith	435-462-2485
L	Logan 7600	Monique Carlsen	435-755-2337 x
M	Carbon, Emery	Janice Bruno	435-637-9150
N	Washington	Holly Stankosky	435-652-4771
O	No. Summit, So. Summit, Morgan, Park City, Rich	Melanie Bowen	435-731-0590
P	Garfield, Kane	Flora Howard	435-676-1344
Q	Granite	Jen Hanks	801-646-4567
R	Davis	Ralph Baer	801-402-5475
S	Utah Schools for the Deaf and Blind	Denise Warren	801-464-2045
T	Box Elder	Debbie Manning	435-744-2468
U	Nebo	Jason Shelley	801-491-2165
V	Cache	Robert Woodbury	435-563-6229
W	Alpine Prove	Gary Lacock	435-374-4883

Tintic and Wayne Districts contract with other UAAACT Teams and work with the staff at The Computer Center for access to equipment.

## Sample Letter for New UAAACT Members

Dear UAAACT Leadership Council,

I would like to have \_\_\_\_\_ serve as a member of the UAAACT team in this area. \_\_\_\_\_ will replace \_\_\_\_\_ on the team. In support of \_\_\_\_\_'s assignment on the UAAACT team, I will provide him/her with at least one day each month where he/she will be excused from his/her regular district assignment to participate in UAAACT service including:

- attending training to become an assistive technology (AT) expert and a resource on AT issues for our district
- conducting AT evaluations for students who have been referred to the UAAACT team
- conducting follow-up service for students who have previously been evaluation for AT devices and services
- consulting with teachers and parents of students who need AT services

It is understood that \_\_\_\_\_ will continue to serve on the UAAACT team until he/she is replaced.

\_\_\_\_\_  
School Principal or Local Administrator

\_\_\_\_\_  
Special Education Director or Coordinator

### New UAAACT Members contact information:

Name \_\_\_\_\_

HomeAddress \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone: \_\_\_\_\_

Work Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

Work Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Mail to: UAAACT Leadership Council Chair  
C/O Craig Boogaard  
Computer Center for Citizens With Disabilities  
1595 West 500 South  
Salt Lake City, UT 84104

Effective Date:

## Utah State Board of Education Travel Policies

~ Revised for In-State and Out of State Travel by UAAACT members ~  
(non-state employees and USDB)

subject to change

### **WE WILL NOT PAY FOR RENTAL CARS WHILE ATTENDING A CONFERENCE!**

#### **Travel Reimbursement DEADLINES:**

Trips with paid lodging and/or per diem **shall be submitted for reimbursement within 30 days after the travel.** Unless traveling in the month of June, there will be no travel reimbursements accepted after May 31<sup>st</sup>.

#### **Out-of-State Travel:**

Airline and hotel/motel needs.

**UAAACT Travel Coordinator:**      **Lynn Marcoux (801) 887-9380**  
**Lmarcoux@utah.gov**

#### **Central Travel Account (CTA):**

All airline tickets must be purchased using the Central Travel Account referencing a travel authorization number. Airline tickets issued through the Central Travel Account are not reimbursed to you. **The state will not reimburse the employee for the cost of airline travel if it is charged to an individual credit card.**

**The State Division of Finance will not honor any reimbursement requests for airfare or travel arrangements that are not made through the UAAACT Travel Coordinator/State Travel.**

Exceptions to this policy may be granted when the travel will be reimbursed by a third party other than the state, and the third party makes the travel arrangements and pays for the expenses directly through its own travel agency.

#### **Reimbursement by a Third Party:**

Any UAAACT member who receives a travel reimbursement from a third party for travel should not be enriched by the reimbursement beyond what the travel policy allows.

Travel expenses reimbursed by a third party may be handled in one of the following ways:

▷ Deposit the total third party reimbursement with the state as a refund of expenditure and obtain a regular travel reimbursement from the state.

▷ Retain the amount reimbursed by the third party, up to the amount allowed by the travel policy, and accept no state reimbursement.

**Note:** Now that the airlines are charging for more than one bag or some for one bag, and if you are required to fly on these airlines and pay an extra baggage fee on an out of state trip, you may be reimbursed up to \$20 for these fees. However, if you have to pay over \$20, a receipt will be required.

## In-State Travel:

Travelers should secure their own in-state lodging reservations. keeping in mind the appropriate limits for reimbursements.

With in-state travel, you must live more than 50 miles from your normal daily commute to the conference to qualify for a hotel stay unless there is a conference sponsored nighttime event scheduled that makes it unsafe for you to drive home. The state also dictates that you must live 100 miles or more from the conference to be eligible for meal reimbursement. If the conference, training or workshop does not include meals, you may be on your own for this expense.

The current state maximum allowable rate for lodging is as follows:

The actual cost up to:

<b>\$90.00 plus tax</b>	Metropolitan Salt Lake City	Vernal Roosevelt	Park City	Heber City & Midway City limits.	From Draper to Centerville	Tooele
<b>\$80.00 plus tax</b>	Moab	Heber				
<b>\$75.00 plus tax</b>	Provo/Orem	Springville	Kanab	Logan	Lehi	
<b>\$70.00 plus tax</b>	St. George Green River	Washington Bryce	Ogden	Panguitch Altamount	Mex. Hat Layton	Price

All other areas within the state will stay at \$60.00 plus tax.

These rates are based on single occupancy. For double occupancy add \$20-\$40 respectively

### **Lodging:**

While taking safety and additional travel requirements into account, UAAACT members are encouraged to find the most economical accommodations available. Reservations should be confirmed with a credit card, and the traveler should have the confirmation number when he/she checks in at the hotel. **Prior approval is required for overnight stays of 50 miles or less.**

(Rule: Total mileage used, less the normal daily commute mileage)

### **Lodging at Other Than a Hotel/Motel:**

Travelers who choose to stay with friends or relatives may be reimbursed **\$25 per night** with no receipt required. Those who use a personal camper or trailer home at a campground or trailer park,(not a private residence) may be reimbursed actual costs up to \$40 with a signed receipt.

### **Incidental Travel Expenses:**

The traveler will be reimbursed for actual out-of-pocket costs for incidental items such as baggage tips. All tips must be explicitly detailed on the reimbursement form. **The maximum tip amount allowed is \$1 per bag. All other incidental expenses must be substantiated by original receipts.**

### **Miscellaneous Meal Reimbursement:**

Meals included in the registration fee and complimentary meals will reduce the meal allowance.

Also meals provided at a "Bed and Breakfast" will reduce the breakfast meal allowance. However, meals provided on airlines will not reduce the meal allowance.

Continental breakfasts should be claimed as a provided meal. If the traveler has to make other arrangements for breakfast, receipts are required for up to the allowed amount.

(In order to be reimbursed, we will need the original itemized receipt showing the actual meal you had, NOT the charge receipt.)

▷ IF a meal does not suit your dietary needs, if you are a diabetic or have another dietary restriction, please let us know before your trip so we can notate the restriction on your travel plan that is sent in to the state when approval is being sought. If it is not part of the planning, we will not be able to accommodate your plan for reimbursement.

**Meal Allowance for Overnight Trips:**

The meal reimbursement is determined by the time of day the traveler leaves "home base" (the location the employee leaves from and/or returns to), the days at the location, and the time of day he/she returns to "home base - tips and tax on meals are included in the per diem amount. The 24-hour period is divided into four quarters. (Breakfast = B, Lunch= L, Dinner = D)

**The Day Travel Begins:**

1 <sup>st</sup> quarter	Leave between 12:01 am and 6:00 am	B L D
2 <sup>nd</sup> quarter	Leave between 06:01 am and 12:00 noon	L D
3 <sup>rd</sup> quarter	Leave between 12:01 pm and 6:00 pm	D
4 <sup>th</sup> quarter	Leave between 06:01 pm and 12:00 midnight	NO MEALS

**The Day Travel Ends:**

1 <sup>st</sup> quarter	Return between 12:01 am and 06:00 am	NO MEALS
2 <sup>nd</sup> quarter	Return between 06:01 am and 12:00 noon	B
3 <sup>rd</sup> quarter	Return between 12:01 pm and 07:00 pm	B L
4 <sup>th</sup> quarter	Return between 07:01 pm and 12:00 midnight	B L D

Rates:

In State	B = \$ 9.00	L = \$ 11.00	D = \$16.00	Total \$36.00/day
Out of State	B + \$10.00	L = \$ 14.00	D = \$21.00	Total \$45.00/day

**Meal Allowance for Non-Overnight Trips:**

If the destination is at least 100 miles from "home base" the traveler may be reimbursed for meals as follows:

Breakfast Traveler leaves "home base" before 6:01 am

Lunch - When the trip meets one of the following:  
- Trip warrants entitlement to breakfast and dinner  
- Traveler leaves "home base" before 10:00 am and returns after 2:00 pm  
the department director provides *prior written* approval

Dinner Traveler leaves "home base" before 2:00 pm and returns after 7:00 p m

### **Mileage Reimbursement Rates:**

Private vehicle paid at: \$ .36 cents per mile (up to 15,000 miles per calendar year)

District vehicle for mileage reimbursement paid at: \$ .32 cents per mile (paid to District Office)

*Rule of Thumb: We are not paid to travel to and from work*

Reimbursable mileage will be calculated as mileage over and above the travelers normal commute mileage. In other words, any mileage submitted for a trip must have the traveler's commute mileage subtracted from the total.

Regardless of whether your mileage is in connection with a one day trip or an over- night trip, the commute mileage must be subtracted from the total mileage.

*When reporting local travel*, exact addresses should be used with an explanation as to why it was necessary. Personal travel to restaurants, movies etc. are not reimbursable.

### **Incidental Ground Transportation Expenses:**

The traveler will be reimbursed for official business use of taxi, bus, and other ground transportation expenses. **The traveler should not use a taxi if a more economical method of transportation (shuttle-bus) is readily available.** Submit a schedule of payments, including date "to" destination, "from" destination, type of travel location and dollar amount. **For individual amounts of \$20 or more, an original receipt is required.** *Taxi fare to or from the Salt Lake City Airport is not reimbursable.*

Rental cars in an exceptional case must be pre-authorized by USOE. It would be best if the request was made at the time of registration, but at least two months before the travel date. Please send Lynn Marcoux a written request for the exception before travel plans are made.

### **Parking Expenses:**

The state will reimburse UAAACT members for airport parking. **The maximum reimbursable rate is \$7 per day with an airport parking receipt.**

**\*\*** If you use a private vehicle, either the mileage for two round trips to the airport or one round trip plus the parking may be reimbursed.

***The state will NOT reimburse travelers for valet parking.\*\****

With the skyrocketing costs of these conferences, we would suggest that if you live more than 45 miles away from the airport and are not comfortable leaving your vehicle in long term parking at the airport, it would be best if you found someone to carpool with that is willing to.

**Driving a Private Vehicle vs. Flying:**

When UAAACT members choose to drive to an out of state meeting or conference instead of flying, the maximum reimbursement they will receive is the lowest reasonable air fare or the driving mileage, whichever is less. The policy is the same when a third party is paying the travel expenses. **Travelers who choose to drive will not be reimbursed for parking fees, toll fees or per diem in excess of flying time.** When in doubt, please contact Lynn at [Lmarcoux@utah.gov](mailto:Lmarcoux@utah.gov), or 801-887-9380.

Please note that as of 2008, it is no longer an option to drive any state or school district vehicle out of the state of Utah. This is a major liability to the state as insurance companies will only cover the fleet within the state of Utah. If you decide to take a vehicle out of state while on a UAAACT business, you will not be covered in case of an accident for injury or damage.

## UAAACT TEAM TRAVEL CHECKLIST

### For Travel within the State of Utah

With in-state travel, you must live more than 50 miles from your normal daily commute to the conference to qualify for a hotel stay unless there is a conference sponsored nighttime event scheduled that makes it unsafe for you to drive home. The state also dictates that you must live 100 miles or more from the conference to be eligible for meals. If the conference, training or workshop does not include meals, you may be on your own for this expense.

All mileage will be verified through MapQuest.

#### Two Months before Travel:

(For conference travel only)

- Check to make sure the conference you wish to attend has been approved. For workshops and training at UCAT, please refer to the underlined statement above.
- Check to make sure your team leader has included you on the Team Training Plan as outlined in the UAAACT Policy and Procedures Manual, as a potential traveler to this conference. *(This is not applicable to workshops and trainings at UCAT)*
- Check with your team leader to verify how much money was reserved for you to travel so you will be sure to stay within your budget.
- Refer to [www.mapquest.com](http://www.mapquest.com) and compare the distance from the place of your normal daily commute to the conference center. This will determine your eligibility for an overnight stay. The state rules that you must live 50 miles or more from the conference center or training destination to warrant the need for a hotel room. For meals, the travel must be greater than 100 miles.

Note: Meal allowance for non-overnight trips. If the destination is at least 100 miles from home base, the traveler may be reimbursed for meals as follows:

- Breakfast: Traveler leaves "home base" before 6:01 am. (In state rate \$8.00)
- Lunch: When the trip meets one of the following: (In state rate \$11.00)
- Trip warrants entitlement to breakfast and dinner
  - Traveler leaves "home base" before 10:00 am and returns after 2:00 pm.
  - Department director provides *prior written* approval.
- Dinner: Traveler leaves "home base" before 2:00 pm and returns after 7:00 pm.  
(In state rate \$16.00)

- Check with your team leader to see if there are any team mates who will also be attending the conference, workshop or training. Once learned, you may now contact them to secure a room mate and a driving companion(s). (If you choose to drive alone, you will only receive ½ of the mileage) If no one else from your team is going to this conference, please contact Lynn Marcoux for assistance in securing a room mate from another team. If, from the time of your registration to the time of the conference, your potential room mate has canceled his/her travel, please call Lynn Marcoux to rearrange a new room mate. You must have a room mate for travel per the UAAACT Policy and Procedure Manual, or you will forfeit 75% of your hotel reimbursement.
- If there are any special circumstances in regard to your travel, please send a written e-mail or letter to Lynn Marcoux immediately for state approval before registration is sent in.

- Refer to the UAAACT website [www.uaaact.org](http://www.uaaact.org) to review the UAAACT Policy and Procedures Manual on state travel and to print off the necessary forms you will need.
- Refer to the conference website to print off the registration forms.  
AAC in the Mountains: [www.creativecommunicating.com](http://www.creativecommunicating.com)
- Send your fully prepared registration form to Lynn Marcoux at UCAT, 1595 W. 500 So. Salt Lake City, UT 84104, [Lmarcoux@utah.gov](mailto:Lmarcoux@utah.gov) or fax to 801-887-9382.
- Please call or e-mail Lynn to make sure your registration has been received. Once the conference packet is sent to state travel, the conference is closed.
- Refer to the conference booklet or on-line conference web-site, to find the suggested conference hotel and contact one of the hotels listed to secure a room. Please be sure to make these reservations early to be sure you receive the conference discounted rate as this is the rate that will be reimbursed to you. Do not use a discount broker such as Expedia as we are unable to reimburse for hotels using such services. IF you do not choose to stay at the suggested hotel, you will only be reimbursed at the Utah state rate which is \$80.00 plus tax. If you choose not to stay at a conference hotel please remember, UAAACT policy states it is unable to reimburse for a rental car. If traveling to UCAT for a workshop or training, you must ask for the state rate when booking a hotel room.

Note: If you are sharing the hotel expenses with your room mate, each person must have an original copy of the receipt with their own name on it.

Also, if you are paying for a room that you are not occupying, your name must be on that receipt as the payor and the names of those who actually occupied the room must be on that receipt as well. IF this is not done, you may be denied reimbursement.

### Two Weeks before Conference:

- If you have not received your confirmation, please contact Lynn Marcoux immediately.
- Confirm driving arrangements with team mates and your room mate. You will only be reimbursed ½ of the mileage charges if you drive alone.

### Three Days before Conference:

- Please refer to the website [www.uaaact.org](http://www.uaaact.org) for the post conference reimbursement worksheet you will need upon return. Be sure you understand what will and will not be covered before you go!
- Confirm your hotel reservation.
- Confirm last minute details with your room mate and the people in your car pool.

Note: Please do not split the cost of parking or shuttle services etc. without proper documentation as this could delay your reimbursement.

### One to Five Days after your Trip:

- Complete the UAAACT Travel Reimbursement Worksheet completely. If the worksheet is not completed in full, it will be returned to you. This will delay your reimbursement greatly.
- The completed worksheet with original hotel receipt, parking receipt, shuttle receipt, etc, must be mailed or hand carried to UCAT. We must have the original receipts for reimbursement. Please mail to UCAT % Lynn Marcoux, 1595 W. 500 S., Salt Lake City, UT 84104.

- The worksheet may be e-mailed or faxed to Lynn Marcoux at [Lmarcoux@utah.gov](mailto:Lmarcoux@utah.gov) or to 801-887-9382 if you are not claiming reimbursement for the hotel, parking, shuttle or any other item that requires an original receipt.
- Once you have sent in the worksheet and receipts and Lynn has completed the state form, please be sure to watch your fax machine for the completed state form which Lynn will be sending to you. Please verify, sign and return to the fax number stated on the cover sheet to UCAT at (801-887-9382)

### General Information:

Please do not wait until the morning of the conference to call our office with a travel problem as there may not be anyone available to help you. Use this check list to help you plan your trip wisely.

There are many wonderful workshops and training opportunities at UCAT which are all posted on the UAAACT web-site [www.uaaact.org](http://www.uaaact.org). Make a mental note to check the website out each month to schedule the training sessions and secure a substitute teacher which is generously reimbursed if needed, by the UAAACT general fund. When you decide which workshop or training you wish to attend, please call our office to sign up so we can know how many hand-outs to prepare and make the proper seating accommodations.

Please remember, your reimbursement will take up to 30 days once the completed form is sent to state travel. This is very dependent on how quickly you act. I will dedicate the week after travel as a priority for completing travel reimbursements. The late comers will be done as time allows.

## UAAACT TEAM TRAVEL CHECKLIST For Out of State Travel

### Two Months before Travel:

- Check to make sure the conference you wish to attend has been approved. Generally, only the following out of state conferences have been approved: Closing the Gap, ATIA and CSUN.
- Check to make sure your team leader has included you on the Team Training Plan as outlined in the UAAACT Policy and Procedures Manual, as a potential traveler to this conference.
- Check with your team leader to make sure you understand how much money was reserved for you to travel so you will be sure to stay within your budget.
- Check with your team leader to see if there are any team mates who will also be attending this conference. Once learned, you may now contact them to secure a room mate. If no one else from your team is going to this conference, please contact Lynn Marcoux for assistance in securing a room mate from another team. If, from the time of your registration to the time of the conference, your potential room mate has canceled his/her travel, please call Lynn Marcoux to rearrange a new room mate. **You must have a room mate for travel per the UAAACT Policy and Procedure Manual, or you will forfeit 75% of your hotel reimbursement.**
- If there are any special circumstances in regard to your travel, please send a written e-mail or letter to Lynn Marcoux immediately for state approval before registration is sent in.
- Refer to the UAAACT website [www.uaaact.org](http://www.uaaact.org) to review the UAAACT Policy and Procedures on state travel and to print off the necessary forms you will need.
- Refer to the conference website to print off the registration forms.
  - Closing the Gap: [www.closingthegap.com](http://www.closingthegap.com)
  - ATIA: [www.atia.org/conf](http://www.atia.org/conf).
  - CSUN: [www.csun.edu/cod/conf](http://www.csun.edu/cod/conf)
- Send your fully prepared registration form to Lynn Marcoux at UCAT, 1595 W. 500 So. Salt Lake City, UT 84104, [Lmarcoux@utah.gov](mailto:Lmarcoux@utah.gov) or fax to 801-887-9382.
- Please call or e-mail Lynn to make sure your registration has been received. Once the conference packet is sent to state travel, the conference is closed.
- Refer to the conference booklet or on-line conference web-site, to find the suggested conference hotel and contact one of the hotels listed to secure a room. Please be sure to make these reservations early to be sure you receive the conference discounted rate as this is the rate that will be reimbursed to you. **Do not use a discount broker such as Expedia as we are unable to reimburse for hotels using such services.** IF you do not choose to stay at the suggested hotel, you will only be reimbursed at the Utah state rate which is \$80.00 plus tax. If you choose not to stay at a conference hotel please remember, UAAACT policy states it is unable to reimburse for a rental car.

*Note: If you are sharing the hotel expenses with your room mate, each person must have an original copy of the receipt with their own name on it.*

*Also, if you are paying for a room that you are not occupying, your name must be on that receipt as the payor and the names of those who actually occupied the room must be on that receipt as well. IF this is not done, you may be denied reimbursement.*

### Two Weeks before Conference:

- If you have not received your confirmation, please contact Lynn Marcoux immediately.
- Confirm airport driving arrangements with team mates and your room mate. **You will only be reimbursed ½ of the mileage charges if you drive alone.** The state reimbursement policy will pay for either two round trips to the airport or one round trip plus parking for \$6.00 maximum per day with a receipt.

### Three Days before Conference:

- Please refer to the website [www.uaaact.org](http://www.uaaact.org) for the post conference reimbursement worksheet you will need upon return. Be sure you understand what will and will not be covered before you go!
- Be sure to check with the airline for any changes made to your flight and to see if there are any policy changes in regard to security and departure times.
- Confirm your hotel reservation.
- Confirm last minute details with your room mate.

*Note: Please do not split the cost of parking or shuttle services etc. without proper documentation as this could delay your reimbursement.*

### One to Five Days after your Trip:

- Complete the UAACT Travel Reimbursement Worksheet completely. If the worksheet is not completed in full, it will be returned to you. This will delay your reimbursement greatly.
- The completed worksheet with original hotel receipt, parking receipt, shuttle receipt, etc, must be mailed or hand carried to UCAT. We must have the original receipts for reimbursement. Please mail to UCAT % Lynn Marcoux, 1595 W. 500 S., Salt Lake City, UT 84104.
- The worksheet may be e-mailed or faxed to Lynn Marcoux at [Lmarcoux@utah.gov](mailto:Lmarcoux@utah.gov) or to 801-887-9382 if you are not claiming reimbursement for the hotel, parking, shuttle or any other item that requires an original receipt.
- Once you have sent in the worksheet and receipts and Lynn has completed the state form, please be sure to watch your fax machine for the completed state form which Lynn will be sending to you. Please verify, sign and return to the fax number stated on the cover sheet to UCAT at (801-887-9382)

*Please remember, your reimbursement will take up to 30 days once the completed form is sent to state travel. This is very dependent on how quickly you act. I will dedicate the week after travel as a priority for completing travel reimbursements. The late comers will be done as time allows.*

**If this form is not completed in its entirety, it will not be processed**

**UAAACT Travel Reimbursement Worksheet  
Non-State and USDB Employees**

Date: \_\_\_\_\_

Name: \_\_\_\_\_

**FAX Number:** \_\_\_\_\_

*(To send you the form to verify, sign and return to Lynn Marcoux)*

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Date of Departure: \_\_\_\_\_

Date of Return: \_\_\_\_\_

Time of Departure: \_\_\_\_\_  
*(From your home or workplace)*

Time of Return: \_\_\_\_\_  
*(To your home or workplace)*

Destination & Purpose: \_\_\_\_\_

**Lodging:**

Lodging Name: \_\_\_\_\_

Total of Tips to be reimbursed \_\_\_\_\_

Address: \_\_\_\_\_

Parking or Shuttle (attach original receipts) \_\_\_\_\_

City/State/Zip : \_\_\_\_\_

Amount of Hotel Bill to be reimbursed (attach original receipt) \_\_\_\_\_  
*(The hotel bill must show your name in order to be reimbursed)*

Name of Roommate: \_\_\_\_\_

*If none, you will be reimbursed at only 25% of the total hotel bill without prior approval.*

Person you rode to the airport with \_\_\_\_\_

*If none, you will be reimbursed only 1/2 the mileage reimbursement rate without prior approval.*

**Mileage:** *(Miles traveled will be verified by state travel through MapQuest and paid at .36/mile)*

Address of Place of Departure: \_\_\_\_\_

*(From home or job)*

Address of Destination: \_\_\_\_\_

*(Airport, meeting place or hotel / your destination for the travel)*

**TOTAL MILES** \_\_\_\_\_

**Meals:** The state per diem is \$36 per day for attending an in-state event and \$45 per day for an out of state event. **Please mark only the meals that were NOT provided at either the hotel or conference/event. (Includes continental breakfast)**

***All non provided meals will be paid for at the per diem rate : Breakfast \$9-10 Lunch \$11-14 Dinner \$16-21***

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Traveler's Signature: \_\_\_\_\_ Date \_\_\_\_\_

I, the traveler, hereby certify that all items of expense included in this statement were incurred in the discharge of authorized official business and the amounts shown here are true and accurate. The undersigned hereby certify that the expenses on this form were authorized as essential to official UAAACT business and payment thereof will not exceed appropriation.

Approved by: \_\_\_\_\_ Date \_\_\_\_\_

Please check the UAAACT web site [www.uaaact.org](http://www.uaaact.org) for rules on state travel. If you have any questions about how to complete this form or about UAAACT travel policies, please do not hesitate to call Lynn Marcoux at 801-887-9380. Be aware that some travel expenses are not covered. It is better to know what is not covered before the trip than afterwards! Please be frugal with your expenses and stay within your allotted budget! Hotel and mileage rates change occasionally. Please be aware of them before you make your plans. Send the completed form to: Lynn Marcoux, UCAT, 1595 West 500 South, Salt Lake City, UT 84104. If you do not have receipts, you may fax or e-mail it to me: 801-887-9382 / [Lmarcoux@utah.gov](mailto:Lmarcoux@utah.gov).

## **UAAACT Equipment Policy**

Items in the UAAACT central inventory are purchased for assessment purposes. UAAACT members who borrow equipment from the UAAACT central inventory will have a 30 day check out period. If the equipment is not requested by another UAAACT member during the 30 day check out period, the person who borrowed the equipment may continue to use the equipment for up to 90 days. After 90 days, the equipment must be returned to The Computer Center. If equipment has been requested by another UAAACT member after 30 days, it should be returned to The Computer Center as soon as possible. UAAACT members should not exchange the equipment with the requesting UAAACT member, but return it to The Computer Center to insure the equipment has all the necessary parts and manuals before it is checked out to another UAAACT member.

When UAAACT members return UAAACT equipment that was damaged through neglect (to give little attention or respect to) or abuse (improper or excessive use or treatment), the district where the equipment was used will be billed for the cost of the repair or the UAAACT team equipment budget will be reduced by the cost of the repair. If there is no reasonable explanation for the damage to the UAAACT equipment, it will be considered neglect. If the damage to the device occurred when the equipment was not being used as intended, it will be considered abuse. All other UAAACT equipment repairs will be paid for with UAAACT funds.

When a UAAACT team member returns equipment with confirmed missing parts, the UAAACT member will have two weeks to find and return the missing parts. If the parts are not returned within two weeks, the District where the equipment was used will be billed for the cost of the replacement parts or the UAAACT team equipment budget will be reduced to cover the cost of the replacement parts.

UAAACT members frequently program AAC devices with customized student vocabulary, including the students address, phone number, birthday and other personal information. To protect student confidentiality, all phrases and programmed messages created during the loan period must be removed when the AAC device is returned to The Computer Center. Please remember to remove all personal student information and set the device back to defaults before returning the device. Failure to do so may result in a violation of the Family Educational Rights and Privacy Act (FERPA).

UAAACT Equipment in the central inventory located at The Computer Center belongs to the Utah State Office of Education. Central inventory equipment is loaned to local UAAACT teams for evaluation purposes. When teams purchase equipment from the UAAACT team budget they receive annually through the UAAACT grant, that equipment is also owned by the Utah State Office of Education. Items purchased for UAAACT teams are on long-term loans to that team so teams have ready access to a wide array of assessment devices. If a school district is divided, or if a UAAACT team is divided, UAAACT equipment will be distributed based on the needs of the local UAAACT teams. Computer Center staff and UAAACT team leaders may consult with special education directors to insure UAAACT equipment is fairly divided to meet the needs of all UAAACT teams involved in the district or team division.

# Documentation of UAAACT Competencies

Grandfather Policy - The UAAACT Leadership Council feels that years of service as well as specific assistive technology training could qualify current UAAACT members for Level 1, Level 2, or Level 3 competencies. All requests should be submitted in writing by May 8, 2003 to the UAAACT Leadership Council, c/o Craig Boogaard, 1595 West 500 South, Salt Lake City, UT 84104 or by email to: cboogaar@utah.gov

Years of Service – Two or more years of service on a UAAACT team (or other assistive technology assessment team) with a letter of justification to the Leadership Council indicating experience in assistive technology service, training, and skills. In the letter, indicate the level of competency you feel is appropriate for your skill level as indicated by the competency levels described on the form "Documentation of UAAACT Competencies."

Training - Submit documentation of ATP (RESNA) Certification, NASDSE Certification, or other University assistive technology degree or equivalent certification to the Leadership Council for Level 3 UAAACT Competency certificate.

If you do not qualify based on years of service or training but feel you have significant skills in conducting assistive technology assessments, submit a letter of justification to the UAAACT Leadership Council describing the competency level you feel is appropriate and your request will be considered.

Re-certification is required every five years. Through licensure points (i.e. attend or present at UAAACT Conferences and workshops, local workshops, CTG, CSUN, ATIA, AAC in the Mountains, etc.), UAAACT members should earn 50 licensure points related to assistive technology to be re-certified.

Team members who leave the UAAACT team and return - at what competency level should they be when they return?

**If they return within one year, they will retain their previous competency level. If they are off the team for more than one year, they will move down one competency level for each year they were off the team.**

## **UAAACT Transition Policy**

There are two transitions in a student's educational experience in which the law mandates that transition services be provided. The two mandated transition times are: 1) when a young child, age 0-3 years, completes early intervention services, and 2) the point at which a young adult completes his or her public education experience and moves to a post secondary environment such as work, higher education, or home.

Additionally, students who transfer from out of state with an IEP that includes assistive technology should initially receive AT products and services comparable to those outlined in the out-of-state IEP. When the new IEP team evaluates the student based on Utah requirements, adjustments in the student's IEP, including AT products and services, may be made.

Other naturally occurring transitions (moving from class to class, moving from one school to another school, or moving from one district to another district) do not have the same legal mandate for transition services. However, in our goal to provide "best practice," these naturally occurring transitions are also times when we should consider how assistive technology can smooth the transition. With this in mind, the UAAACT Leadership Council, in consultation with Susan Loving (Utah State Office of Education Transition Specialist), Marty Blair (Director of the Utah Assistive Technology Program), and Peter Miner (Director of the Utah Center for Assistive Technology), developed transition guidelines for the UAAACT Project. We encourage all UAAACT teams to follow the guidelines as they evaluate the assistive technology (AT) needs of students in Utah.

UAAACT members who served on the committee to develop transition guidelines include: Sue Lancaster, Tressa Beckstead, Jocelyn Taylor, Lesa Stone, Tracy Stewart, Teresa Gardner, Dale Gardner, Gary Steineckert, Debbie Manning, Lynn Marcoux, Scott Baggaley and Craig Boogaard

### **UAAACT Guidelines for Students in Transition**

#### **0 to 3 age Transition**

Review AT that has been used successfully in the child's early intervention program and consider implementing these tools in the student's educational program. Consider the AT the child used successfully at the early intervention service site and at home.

If the AT the student used successfully in early intervention is owned by the early intervention agency, review AT funding options to provide on-going student access to the AT product/s. If the AT was used at home, talk with the child's parents about using the family owned AT products at school.

Be aware that AT products the student uses in the new environment do not need to be the exact same products used in the early intervention program. However, the AT products must be comparable to what was previously successful.

Determine if the child needs AT to meet the goals in their IEP. If AT is necessary to the student's progress, add a general description of the AT (not the product name) to the student's IEP. For example: Student needs access to a voice output communication device.

Consider additional AT devices that might be developmentally appropriate for the child.

Determine who is responsible for maintenance of the AT.

Determine who will provide AT training and on-going support to the child's family and new service providers.

Many students making the transition from a 0 to 3 program have not used AT but may benefit from AT in their new educational setting. During the initial IEP meeting, AT must be considered as part of "special education, related services, or, in the case of students with disabilities to be educated in regular classes, as supplementary aids and services." If there is a question as to whether or not the student needs AT, a referral to the UAAACT team for an evaluation should be completed.

As with any student referred to the UAAACT team, the evaluation procedures outlined in the UAAACT Policy and Procedures Manual should be implemented.

### **Post Secondary Transition**

IDEA requires transition services are in place when a student reaches age 16. Therefore, if a UAAACT team provides an assessment for a student age 15 or older, the team must consider the transition needs of that student.

In assessing the students AT needs in the transition process, UAAACT teams should consider the following: Does the AT being considered allow the student to participate at a level appropriate to their age and ability? Is the student being trained in self-advocacy issues that will empower the student to have a broken device repaired, get additional training on the device, or replace the device when necessary? Will the AT be appropriate for the student's future employment or post secondary education program? Is there a plan to transition equipment or fund new equipment at the time the student leaves the public school? Would a timeline of "AT Tasks to Complete" help the student prepare for transition? Does the student have access to secure storage or a safe method to transport their AT? Are there special environments (PE class, lunchroom, hallway, extra curricular activities) where additional AT would help a student be successful? Does the transition plan address the AT needs of the student? Does the transition plan include training to educate the student on post secondary assistive technology services available through Vocational Rehabilitation, Independent Living Centers, or the Division of Services for People with Disabilities?

Parents should be encouraged to be active participants in the AT assessment and in supporting the student's use of AT, once it is in place. During an assessment, UAAACT teams should help parents understand that AT support services (programming the device, updating vocabulary, troubleshooting problems, replacing batteries, etc.) are critical to the student's successful use of the AT. Various levels of technology, simple to complex, may be appropriate for the student. Matching the device sophistication level to the level of the AT support system outside of school will help to insure the student's successful use of the AT once he or she transitions out of the school system.

In the IEP meeting, consider some goals and objectives for which parents are responsible. UAAACT members could train the IEP team to ask parents questions like, "What do you need to get in place for this child who will be using AT? Are product warranties valid? Who will you contact when a battery fails or the equipment breaks down? Have you backed up the vocabulary or

software of your child's electronic device? Do you have a back-up low tech communication book or other system in place? How are you going to help prepare this child for the next phase of life?" Parents should be included in the flow of information and be trained to help their child in the transition process.

Parent training may be necessary for the student to be successful in their use of AT. Training may be provided by vendors, UAAACT members, or staff at The Computer Center for Citizens With Disabilities. Some parents will need one-on-one training in their own environment to build their confidence in supporting their child's use of the equipment.

UAAACT teams should become knowledgeable about the AT resources available in their area so they can share the information with students, parents, and members of the student's IEP team. AT resources outside the school system in your area may include: Utah Center for Assistive Technology (UCAT), Utah Assistive Technology Program (UATP) including the Assistive Technology lab at Utah State University, Utah Assistive Technology Foundation (UATF), an Independent Living Center (every ILC in Utah has an AT Coordinator), Vocational Rehabilitation, private speech language pathologists and other AT providers (be aware of conflict of interest issues – it may not be appropriate to refer yourself as a contract service provider), Disability Resource Centers (DRC) in colleges and universities, vendors, Division of Services for People with Disabilities (DSPD), Access Utah Network, Community Technology Centers, technology courses in your school district or Adult Education Program, volunteer agencies such as the Lowell Bennion Center at the University of Utah, etc.

If a student is eligible for Vocational Rehabilitation Services, there may be cases when AT products purchased by the school district could continue to be available to the student after completing his or her public school program. See the "Policy for Interagency Assistive Technology Implementation in the State of Utah, A Memorandum of Agreement". This policy is posted at the UAAACT web site (go to: [www.uaaact.org](http://www.uaaact.org) and click on Professional Links) and deals with this issue. Teams may want to be familiar with this multi-agency agreement.

Teach students and parents the AT funding process. If students and their advocates will learn to be pleasant, persistent and persuasive, they will eventually have funding success. Know the funding sources so you can assist parents in moving their child into the various funding systems: Medicaid, private insurance, Supplemental Security Income (SSI), Social Security Disability Insurance (SSDI), Independent Living, Vocational Rehabilitation, foundations and other sources could be explored. The funding specialist at UCAT is willing to consult with UAAACT members or parents to explore appropriate funding options. Schools can be a funding source for AT. Since IEP teams make the decisions on what AT a student may need for FAPE, UAAACT members should encourage IEP teams to work with their administration regarding AT funding through the school district when appropriate. One limitation of using the school district as a funding source is that the AT purchased belongs to the school district and not to the student. Each UAAACT team has the WATI manual "Assessing Students' Needs for Assistive Technology: A Resource Manual for School District Teams" prepared by the Wisconsin Assistive Technology Initiative. This manual has a full chapter, on "Funding AT." Use this chapter as a resource to assist families and IEP teams in the funding process.

UAAACT members should train the student's IEP team regarding AT issues. In some cases, IEP teams resist using AT or have little or no knowledge of how to support a student's use of assistive technology. The student's IEP team will be invited to participate in the AT assessment, but they do not know the protocol. You may need to train the IEP team as though they are the first people to

ever hear about AT devices and services. Help them feel ownership of the need the student has to be successful in their use of AT.

### **Additional Suggestions**

WATI, the Wisconsin Assistive Technology Initiative, has an excellent handout on AT transition services at their web site. The 15 page handout includes an Assistive Technology Protocol for Transition Planning and other forms to assist you in working with students who need AT in their transition. This would be a valuable resource for every UAAACT team. WATI grants permission to make “as many copies as you need for your own use as long as you maintain credit for the authors and the Wisconsin Assistive Technology Initiative.” See: <http://www.wati.org/curriculum/pdf/attransitionpacket.pdf>

The QIAT Consortium (Quality Indicators for Assistive Technology Services in Schools), has developed “Quality Indicators for Assistive Technology Transition.” This document sites six critical points to consider when planning for a student’s transition and lists seven common errors that AT teams make in the AT transition process. See: [www.qiat.org](http://www.qiat.org) and click on the Quality Indicators link. The entire document is excellent, but you can refer to pages 13 and 14 for the Quality Indicators for Assistive Technology Transition.

One UAAACT member has been teaching her students who use AAC devices to write a letter of self- advocacy to their teacher for the next year. In this letter, the student describes the AT they use and how it will help them in that teacher’s class. The student learns self-advocacy skills and the new teacher is prepared to support the student in their use of AT. The students write the letters each year they have a new teacher or direct service provider. A similar letter could be written to a prospective employer to reduce the company’s concerns about hiring an individual who uses AT.

UAAACT members should actively train other educators regarding the need to “consider” assistive technology for every student receiving special education services. UAAACT members should help IEP teams acquire a basic awareness of AT devices and services so they can successfully “consider” AT in IEP meetings as mandated in IDEA.

## **UAAACT Equipment Loans and UAAACT Service for Charter Schools**

All public schools in Utah, including charter schools, have access to UAAACT equipment for the purpose of assessing the assistive technology needs of their students. UAAACT equipment is generally loaned for a 30 day period to help the IEP team determine if a student needs assistive technology to benefit from their educational program. If the equipment is determined by the IEP team to be necessary for the student's educational program, charter schools may be required by IDEA regulations to purchase the equipment for the student at the end of the assessment period.

There are three possible options charter schools might consider for access to UAAACT equipment.

**Option 1 – Charter schools may borrow equipment from the UAAACT Equipment Library and use staff at The Computer Center to assist them with AT evaluations. This is the service model used for school districts (Wayne and Tintic) that are so small they do not have direct access to a UAAACT team.**

1. To access UAAACT services, charter schools need to follow general procedures as outlined in the UAAACT Manual. (Especially Student Assessment Procedures as outlined on pages 5-8 of the manual and the UAAACT Equipment Policy on page 12 of Appendix). There may be some procedures that don't apply. This manual can be found at [www.uaaact.org](http://www.uaaact.org)

2. It is important that the assessment procedure is followed, including the formal report (page 8 of manual). The assessment needs to be done by a multidisciplinary team. Parents are an important part of this team. If the student has had a UAAACT evaluation, you may want to contact the UAAACT team that conducted the evaluation and request a copy of the student's UAAACT report. If you are able to secure a UAAACT report, your team may determine that another evaluation is not necessary. If your IEP team agrees with the findings in the UAAACT student report, you may implement the suggestions.

3. The individuals borrowing UAAACT equipment must have an understanding of how to use that equipment so that it is used properly. Training is available at The Computer Center. Make arrangements with Craig Boogaard at 801-887-9533 or [cboogaar@utah.gov](mailto:cboogaar@utah.gov)

4. When equipment is borrowed, the borrowing school is responsible to meet the terms of the borrowing agreement. Specifically, schools must return the equipment in good working condition with all components in tact or they are responsible to replace or repair the item borrowed.

5. The LEA or designee will be the requesting party for UAAACT equipment and the services of the staff at The Computer Center.

**Option 2 – Charter schools may contract with an existing UAAACT team to request an assistive technology evaluation.**

UAAACT teams have trained assistive technology experts who have access to a large equipment lending library. Charter schools using this option would pay for the services of an existing team by contracting with the UAAACT team members' school district. Since the team has access to equipment for assessment purposes, there would be no expense for the equipment used in the UAAACT student assessment. However, when equipment is borrowed, the borrowing school is responsible to meet the terms of the borrowing

agreement. Schools must return the equipment in good working condition with all components in tact or they are responsible to replace or repair the item borrowed.

**Option 3 - Charter schools may join together to create one UAAACT team that would serve the students of charter schools state-wide. If a UAAACT team is established for charter schools, all charter schools would receive UAAACT services from this team and not through options one and two above.**

Requirements for having a Charter Schools UAAACT team:

1. Charter schools would need to select individuals who could comprise a multidisciplinary team. This includes at least four (up to six) individuals to serve on the team. UAAACT teams have at least one speech language pathologist, one special education teacher, one motor assessment specialist (occupational therapist or physical therapist) and others as appropriate, such as school psychologist, administrator, technology expert, or additional special education teachers and speech language pathologists.
2. Charter schools would agree to release the selected UAAACT team members from their regular school assignment two days per month to participate in UAAACT related student evaluations, student follow-up services and UAAACT training.
3. Charter Schools would cover the travel costs of charter school UAAACT members as they participate in UAAACT evaluations, follow-up services and in-state UAAACT training.
4. Charter Schools combining to compose a UAAACT team would need to make a written request for a UAAACT team by December 20, 2007 to have their requested added to the UAAACT Grant budget for the 2008-09 school year. The request should include the names and disciplines of the proposed UAAACT team members, the names of the Charter Schools to be served by the proposed UAAACT team, and a commitment to meet the requirements noted above. Send the request to:

UAAACT Leadership Council  
c/o Craig Boogaard  
The Computer Center for Citizens With Disabilities  
1595 West 500 South  
Salt Lake City, UT 84104  
Phone: 801-887-9533  
Fax: 801-887-9382  
E-mail: [cboogaar@utah.gov](mailto:cboogaar@utah.gov)

5. If a charter schools UAAACT team is established and that team becomes inactive (evaluates 0 students in a given school year), the charter schools will return their UAAACT team equipment to the UAAACT central inventory.

Benefits to having a Charter School UAAACT team include:

- 1- UAAACT teams have access to a large lending library of equipment that has been established with IDEA funds over many years of UAAACT services. These AT products are for assessment purposes. UAAACT members use the equipment with students for 30

days to determine if the equipment makes a positive difference in the student's educational program.

2- UAAACT teams receive a basic assistive technology assessment kit with approximately \$5000 worth of equipment. The kit includes a laptop computer, basic software and simple AAC devices.

3- UAAACT teams receive an annual team equipment budget of \$500 to \$3000. The budget is calculated on a formula which factors in the number of students served by the UAAACT team and the number of hours of UAAACT team members service to students.

4- Based on the skill level of UAAACT team members, UAAACT teams receive an annual team training budget to support in depth assistive technology training. Level one UAAACT members generate \$250/year, Level 2 members generate \$500/year, and level 3 members generate \$750/year. Funds can be used to contract with assistive technology experts for training locally, or to send UAAACT members to national assistive technology conferences such as Closing the Gap, CSUN or ATIA.