

UATT

2014

Utah Assistive Technology Teams

*Empowering students through
assistive technology!*

Policy and Procedures Manual



**The UATT Policy and Procedures Manual
was prepared by members of The UATT
Project, with support from the Utah State
Office of Education, Special Education
Services section.**

UATT

9/2/2014

Utah Assistive Technology Teams Policy and Procedures Manual

The Utah Assistive Technology Teams (UATT) serve as a resource for assessment and development of communication and technology systems for students with disabilities. These students may need adaptations to access their communication and educational curriculum. UATT has been established for the purpose of assessing student needs and for providing consultation to both IEP and 504 teams regarding assistive technology. UATT does not provide direct services or therapy.

When a student receives an assistive technology assessment from the UATT, the team will provide the IEP team with the results of the assessment. The decision about which assistive technology devices and services a student requires and how they are included in the IEP is the responsibility of the IEP team.

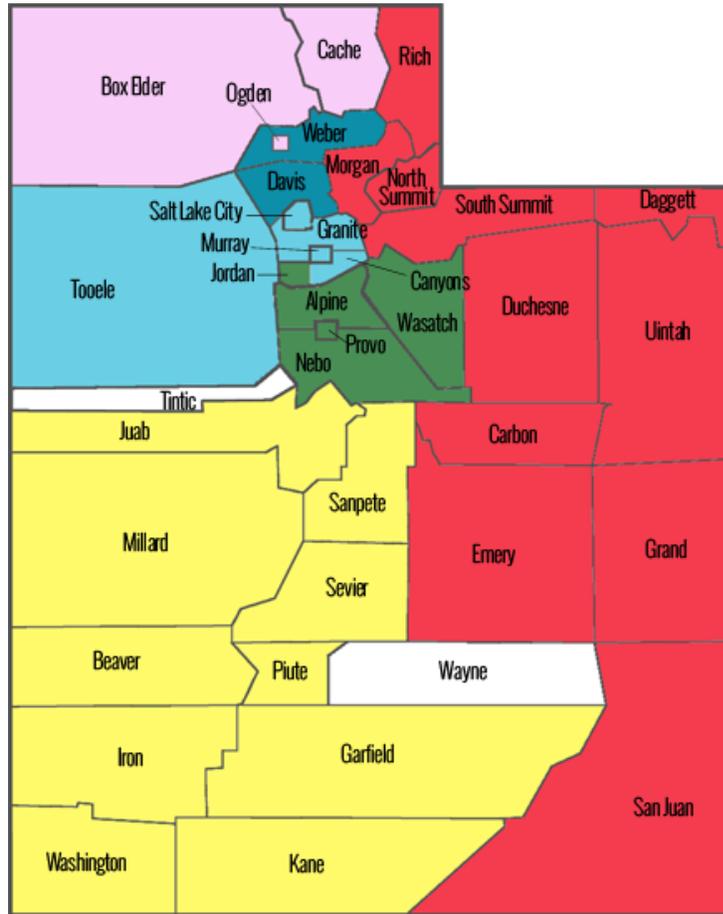
This document defines services provided by UATT to students with disabilities that fall between the ages of 3 and 22 for the Utah Assistive Technology Teams and the School LEA's they serve

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Contents

Utah Assistive Technology Teams	1
Policy and Procedures Manual	1
I. LEA Responsibilities and Benefits	7
A. LEA Responsibilities	7
B. Benefits for LEA.....	7
II. Roles and Responsibilities	8
A. The Utah State Office of Education Representative	8
B. The UATT Central Office Staff	8
C. The UATT Leadership Council	9
1. The Chairperson	9
2. Council Members	9
D. Local UATT Team Leaders.....	9
E. Local UATT Members:	10
III. Selection/Removal of UATT Members.....	11
A. Selection of Leadership Council.....	11
B. Selection of Team Leaders.....	11
C. Selection and Removal of Team Members	11
IV. Student Assessment Procedures	12
Step 1 - Obtain Referral	12
Step 2 – Pre-assessment tasks	12
Step 3 - Team Planning	12
Step 4 - Scheduling.....	13
Step 5 - Confirm Evaluation Appointment.....	13
Step 6 - The Assessment	13
Step 7 - Post Assessment Team Meeting.....	14
Step 8- Summary Meeting with IEP Team and Parents	14
Step 9 - Reporting	15
Step 10 - Follow-up	15
Step 11 – The UATT will use Public Relations Activities.....	15

Appendix A 17

 Definitions from Utah Special Education Rules 17

 Considerations of Special Factors 17

Appendix B 19

 Sample Letter for New UATT Members 19

Appendix C 20

 UATT Equipment Policy 20

 UATT Equipment Loans and UATT Service for Charter Schools 21

Appendix D 22

 UATT Guidelines for Students in Transition 22

 Ages 0-3 years transition 22

 Post-Secondary Transition 23

 Additional Suggestions 25

Appendix E 26

 Utah State Board of Education Travel Policies 26

 Travel Reimbursement DEADLINES: 26

 Out-of-State Travel: 26

 UATT Travel Coordinator: 26

 Central Travel Account (CTA): 26

 Reimbursement by a Third Party: 26

 In-State Travel: 27

 Lodging: 27

 Lodging at Other Than a Hotel/Motel: 27

 Incidental Travel Expenses: 27

 Miscellaneous Meal Reimbursement: 27

 Meal Allowance for Overnight Trips as defined by state rules: 28

 The Day Travel Begins 28

 The Day Travel Ends 28

 RATES 28

 Meal Allowance for Non-Overnight Trips: 28

 Mileage Reimbursement Rates: 28

 Incidental Ground Transportation Expenses: 29

Parking Expenses:.....	29
Driving a Private Vehicle vs. Flying:.....	29
Appendix F	30
UATT TEAM TRAVEL CHECKLIST for travel within the State of Utah	30
Two Months before Travel.....	30
Meal Allowance for non-overnight trips.....	30
Two Weeks before Conference:	31
Three Days before Conference:	31
One to Five Days after your Trip:	32
General Information:	32
Appendix G.....	33
UATT Travel Checklist For Out of State Travel	33
Two Months before Travel:	33
Two Weeks before Conference:	34
Three Days before Conference:	34
One to Five Days after your Trip:	34
All documentation for competency level change should be submitted in writing by the first Friday in May to the UATT Leadership Council, C/O UATT Central, 1595 West 500 South, Salt Lake City, UT 84104 or by email to UATT@utah.gov	37
The UATT Competency Checklist	37
Level I	37
Level II	38
Level III	40
UATT Team Member Report of Hours	42
UATT Team Member Report of Students Served	44
UATT Team Summary Report	45

I. LEA Responsibilities and Benefits

A. LEA Responsibilities

The Local Education Agency (LEA) supports the UATT project by:

1. Appointing special education staff members to serve on the local UATT and provide release time for appointed individuals to participate in UATT activities one day per month for optimal service. However, it is important that the LEA understand that additional days may be needed by team members in order to assist educational staff in providing Free Appropriate Education (FAPE). UATT activities could include conducting student assessments, follow-up, student tracking, professional development, training, report writing, consultation, supervision, equipment maintenance, advocacy, etc.
2. Providing released time for Leadership Council members to attend council meetings.
3. Providing substitutes for allotted UATT days and for UATT training when needed.
4. Reimbursing UATT members' mileage for travel to and from UATT activities related to providing FAPE.
5. Assisting with the upkeep of team equipment above and beyond UATT allocations.

B. Benefits for LEA

UATT supports LEAs by:

1. Providing a multi-disciplinary team to conduct evaluations of students in their own environment.
2. Conducting follow-up services for students previously evaluated.
3. Providing access to equipment in the UATT Central inventory for 30 to 45 day trials.
4. UATT will provide an annual budget to assist local teams to manage an inventory of equipment for occasional long-term loans. This budget is based on the number of students served and total hours of team service.
5. Provide written reports of students evaluated.
6. Providing local, regional and national training opportunities for UATT members.
7. Encouraging and preparing UATT members to provide training to LEA personnel regarding use of assistive technology.
8. Provide a state assistive technology conference every other year, or as needed, for UATT members, parents and other professionals.
9. Provide access to regional and national assistive technology specialists, products and vendors.
10. Additional funds from UATT Central may be available for substitute pay to assist with team members attending additional training outside of the normal UATT activities.

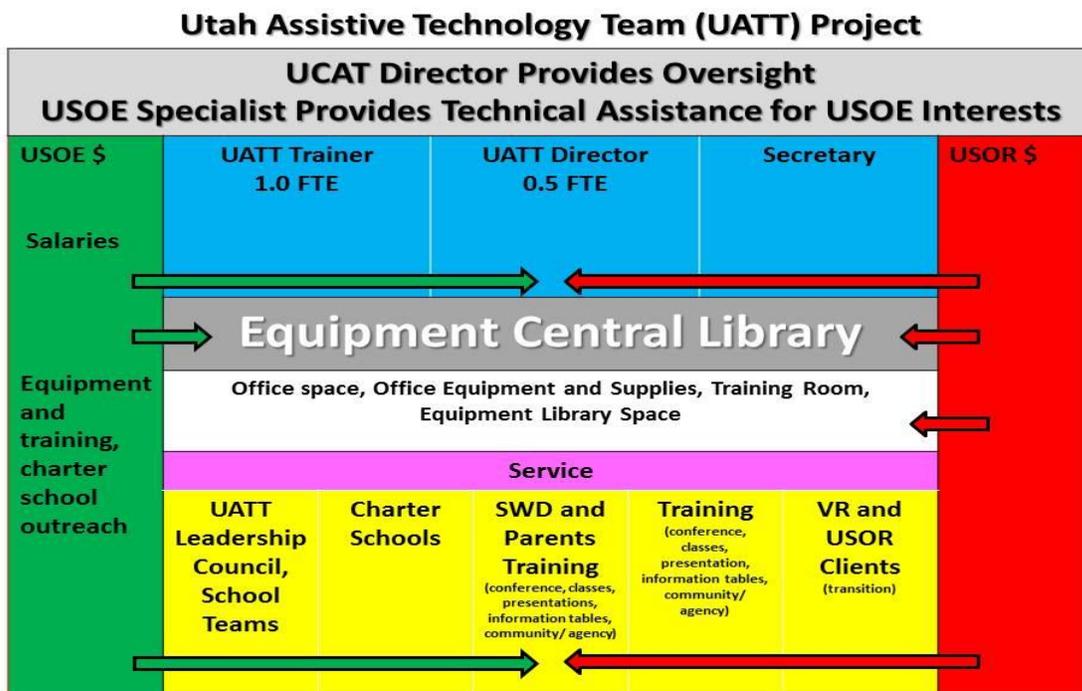
II. Roles and Responsibilities

A. The Utah State Office of Education Representative

1. Provides suggestions and guidance to the Leadership Council.
2. Serves as a liaison between the Utah State Office of Education and the UATT Leadership Council
3. Serves as a liaison between Special Education Directors and the UATT project.
4. Advocates for students with disabilities through the UATT project.
5. Counsels and supports UATT staff regarding USOE policies, procedures, and project services.

B. The UATT Central Office Staff

1. Provides training and support to UATT members.
2. Assists with assessments when requested by local teams.
3. Suggests equipment purchases for central inventory and team inventories.
4. Manages and maintains inventory in the central lending library and orders new items approved by the UATT Leadership Council.
5. Conducts assistive technology consultations for students with disabilities and informs local teams of consultation results in writing.
6. Supports parents and students who are working with UATT by training and resolving equipment issues.
7. Assists in writing the UATT grants. (Salaries and operational budget)
 - a) Letter of intent submitted to USOE representative in December.
 - b) Grant budget draft submitted in January.
 - c) Final grant submitted in April.
 - d) New funds available on July 1st.
8. Prepares team budgets for training and equipment.
9. With support of leadership council members and team leaders, prepares annual service report.
10. Manages the UATT web site and online resources.



C. The UATT Leadership Council (must be a Level III and have two years of experience on UATT)

1. The Chairperson

- b) Serves as contact person with the USOE representative, special education directors, and UATT Leadership Council members.
- c) Oversees all assignments made to council members.
- d) Conducts/oversees council meetings.
- e) Collaborates with UATT Central staff in preparing UATT Leadership Council meeting agendas.
- f) Works to maintain Level III Competencies and supports UATT members in improving their assessment and technology skills.
- g) Assist with planning and organizing conference.

2. Council Members

- a) Review and update UATT Policies and Procedures Manual along with other procedures during the year, as needed.
- b) Suggest and approve central inventory equipment purchases and repair of UATT equipment.
- c) Write articles and find links for the UATT blog.
- d) Collect contact hours and prepare service reports.
- e) Assist with planning, implementation and evaluation of conferences and trainings.
- f) Consider and approve budget items.
- g) Disseminate information to assigned teams.
- h) Work to achieve or maintain Level III Competencies and support UATT members in improving their assessment and technology skills.
- i) Attend scheduled council meetings and carry out assignments.

NOTE: Based on available funds and current state travel policy, UATT Leadership Council members may be eligible to attend a major technology conference during their two-year term as a council member. The Council Chairperson or Conference Chair may be eligible to attend one additional conference. Approved expenses related to attending the conferences will be reimbursed by the UATT project and will follow LEA procedures for travel.

D. Local UATT Team Leaders (must be a Level III and have two years of experience on UATT)

1. Lead and administer local UATT activities.
2. Facilitate student assessments by receiving referrals and assigning a case manager.
3. Delegate critical team responsibilities:
 - a) Schedule UATT evaluations and follow-up sessions to ensure services are provided in a timely manner. The goal is to provide the initial evaluation within 45 school days of receiving the referral.
 - b) Track student records, and reports.
 - c) Collect, organize, and report team services to the UATT Leadership Council each year.
 - d) Manage and account for team equipment.
 - e) Conduct LEA workshops, provide technical assistance, and support IEP teams.

4. Communicate with the Leadership Council member serving in their area, keeping informed of Utah State Office of Education and Leadership Council initiatives.
5. Participate as a team member.
6. Notify the Leadership Council of team vacancies or new team members.
7. Prepare an annual team training plan (see “UATT Travel Policy” in appendix).
8. Conduct positive public relations with LEA administrators within the team area.
9. Work to maintain Level III Competencies and support team members in improving their assistive technology assessment skills.

NOTE: Based on available funds and current state travel policy, Team Leaders may be eligible to attend a major technology conference every other year during their service as a team leader. The team leader may delegate attendance at the technology conference to another team member if the team leader is unable to attend the conference, or if the team leader feels having another team member attend the conference would serve to improve the overall skills of the team.

E. Local UATT Members:

1. Participate with other team members in conducting assessments of students who may require assistive technology.
2. Follow LEA procedures in obtaining permission to participate in evaluations, follow-up sessions and training activities.
3. Actively demonstrate team commitment in the areas of attendance, punctuality, dependability, and completion of task, i.e., reports, status notes, communication, contributing throughout the assessment and follow-up process.
4. Follow established LEA and team procedures.
5. Communicate with team leader, other team members, and professionals involved with students who are served.
6. Promote a positive image of the UATT Project.
7. Promote teaming strategies.
8. Perform duties as assigned by the team leader.
9. Work to achieve and maintain Competency Level II or III as outlined in the appendix.
10. Attend orientation and training as recommended by district and team leader.

III. Selection/Removal of UATT Members

A. Selection of Leadership Council

1. A UATT Leadership Council member will represent each of the six established UATT regions. On a rotating basis, each team in the region will have an opportunity to select a team member who will represent the region.
2. Each council member must have approval from his/her LEA administration to serve on the Leadership Council.
3. Each council member will serve a two-year term. The council chairperson may serve an advisory role for an additional year if approved to do so by his/her LEA and leadership council.

B. Selection of Team Leaders

1. Team Leaders are selected by their team members or appointed by their LEA special education director or directors in the team area.
2. The team leader should have Level III competency and should have been a team member for the two previous years.

C. Selection and Removal of Team Members

1. Selecting New Team Members
 - a) New team members are selected by their LEA special education director, after consulting with the team leader.
 - b) The special education director submits a letter (or e-mail) in support of the new team member to the leadership council. See Request Letter for New Member” in appendix B.
 - c) A variety of disciplines should be represented on the team. It is strongly recommended that each team have a speech-language pathologist, a special education teacher and a motor specialist (OT or PT).
 - d) Teams consist of, but are not limited to, speech-language pathologists, special education teachers, general education teachers, psychologists, occupational therapists, physical therapists, administrators, computer specialists, audiologists, vision specialists and paraprofessionals. Paraprofessionals must be properly trained and supervised, and encouraged to advance in their competency levels.
 - e) Teams generally consist of five to six members who generate funding from the UATT project for the team training and equipment budget.
 - f) Additional members must be approved by the leadership council. They are not funded for training, but their hours count for services provided by the team.
 - g) Specialists may be invited to serve as temporary UATT members if their expertise is needed in a particular student evaluation. For example, if a student with a vision impairment was referred to the team for evaluation and that team did not have a vision specialist on the team, a vision specialist from the school district or from the Utah Schools for the Deaf and the Blind may join the team for the evaluation of that student. Specialist hours count for services provided by the team.
 - h) All new members must be approved by leadership council.

2. Removal of a Team Member

A member may be removed from the UATT at the discretion of the special education director and team leader. Some reasons may include:

- a) A change in work assignment prohibiting participation.
- b) Low attendance at UATT activities.

- c) Failure to complete assignments.
- d) Failure to progress toward level II certification.
- e) Failure to demonstrate active commitment to the team.
- f) Mismanagement of equipment and resources.
- g) Failure to act ethically and responsibly.

IV. Student Assessment Procedures

Step 1 - Obtain Referral

1. The school staff or parent will provide the UATT with the following referral information:
 - a) Permission to evaluate for assistive technology signed by parent/guardian.
 - b) Completed UATT referral form (see "Referral Form" in Forms Section)
 - c) Current IEP/IHP (Individual Health Care Plan) if available.
 - d) Other pertinent information (i.e. Section 504 plan, medical information, media release form).
2. The referral is sent to the UATT.
3. UATT referrals are prioritized by the team members.

***NOTE:** When UATT receives a referral, they should make every effort to conduct the evaluation/consultation as quickly as possible, or within 45 school days. If a team has a large volume of referrals, making it difficult or impossible to conduct the evaluation within 45 days, consider these three options in order to place assistive technology with the student: 1) An initial screening of a student referred for UATT services could be conducted by 2 or 3 UATT members to begin the process in a timely manner. 2) Teams that have several students to evaluate could have staff members at UATT Central conduct a consultation and submit a report to the local team. In some cases, UATT Central can loan a family AT equipment. 3) At the very minimum, UATT should contact parents and teachers and schedule an evaluation at the earliest*

Step 2 – Pre-assessment tasks (see "UATT Evaluation Check List" in Forms Section)

1. The team leader assigns a case manager from among the UATT members.
2. The case manager begins a log of contacts or paper trail.
3. The case manager schedules the initial evaluation or pre-assessment. This may include contact with the LEA or designee, teacher, parent and referral source.
4. The case manager will acquaint the teacher and parent with the evaluation process.

Step 3 - Team Planning

1. The team leader and case manager will determine the composition of the necessary UATT evaluation team members and provide essential information regarding the student prior to the assessment.

Note: Not all UATT members need to participate in every evaluation, but every evaluation should be conducted by an appropriate multi-disciplinary team. UATT Central staff may be available to join in the evaluation process if requested. Also, evaluations may be conducted at UATT Central if the local team determines that it is not conducive to conduct the evaluation at the student's school.

2. A team meeting, conference phone call, e-mail or pre-assessment by the team leader or case manager is held prior to the assessment in order to:
 - a) Determine needs and decide types of assessment needed.
 - b) Determine each team member's role.
 - c) Decide the equipment/materials needed and who will transport these items.
 - d) Decide the date of the initial evaluation and set a schedule for the day.
 - e) Discuss parent involvement at the initial evaluation.

Note: The case manager outlines additional information needed and coordinates initial visit.

Step 4 - Scheduling

1. The case manager should contact the student's teacher by email or phone to:
 - a) Request any additional information.
 - b) Schedule visit.
 - c) Confirm date and time.
 - d) Arrange location/space within the student's school for the assessment and trial use of equipment.
 - e) Clarify what will occur during the evaluation and who will participate.
2. The case manager or designee calls parent/guardian to:
 - a) Invite them to the evaluation.
 - b) Inform them of assessment time and place.
 - c) Become acquainted with the parent.
 - d) Begin positive public relations.
 - e) Obtain information as necessary.

Step 5 - Confirm Evaluation Appointment

1. Prior to the scheduled assessment, the case manager confirms the date with the student's teacher and parent. (It is helpful to call the morning of the assessment to determine if the student is in attendance).

Step 6 - The Assessment

1. UATT members communicate before the evaluation to:
 - a) Verify assessment tasks.
 - b) Review student information, IEP, recent testing.
 - c) Confirm assessment tools have arrived.
 - d) Assign team members to conduct classroom observation of student, interview parent, interview teacher, setup equipment, make status notes, video, etc.
2. Conduct student observation and collect data (see data collection forms in Forms Section).

3. Conduct student trial with assistive technology products such as communication books, systems or devices, computer/tablet software and apps, switches, etc. The goal of the assessment is to determine if assistive technology is necessary for student progress toward the goals in the IEP, or to participate successfully in the educational environment. (“Assistive technology devices and assistive technology services for students with disabilities may be provided as special education, related services, or, in the case of students with disabilities to be educated in regular classes, as supplementary aids and services.”¹)
4. Add information from all key team members including parent, teacher, related services and other interested school team members. (see WATI forms for questions to consider) This may be done by discussion, interview, by phone, email as well as during the evaluation.

Note: Fit the technology to the user, not the user to the technology. Consider low tech solutions. An electronic system may need a low tech backup system. The backup system could be a communication book, communication file saved electronically, or a portable word processor.

Step 7 - Post Assessment Team Meeting

1. Brainstorm solutions.
2. Prepare status notes that document the results of the assessment including: assistive technology trials, results of each item trialed, strategies and devices that might be helpful, and other ideas that may assist the student, parents or IEP team. Status notes document the team members who participated in the evaluation.
3. Select a team member to share assessment information as outlined in Step 8 below.

Step 8- Summary Meeting with IEP Team and Parents

1. The team shares information explores resources and plans for implementation of assistive technology devices.
2. Provide one or more assistive technology devices for a trial use period of 30-90 days. This could be an AAC device, computer access tool, software, switch, communication booklet, etc. that has the potential to benefit the student with their educational program.
3. Provide basic instruction on the use of the assistive technology product(s).
4. A member of the school team must sign for the equipment if you leave UATT equipment for trial use. Team member documents loan of equipment. (see standard check-out form)
5. If the IEP team determines the student needs equipment at home for FAPE, the parent must sign for the equipment taken home.²
6. Schedule a follow-up visit, usually within 30- 90 days, to provide additional training, or review student progress.
7. Give a copy of the status notes to a member of the IEP/school team. The case manager should keep a copy of the status notes for the team records and to refer to them when preparing the more formal written report.
8. Leave IEP team members with data collection forms and provide instructions for their use.

¹ *Special Education Rules* from the Utah State Office of Education, page 45, August 2001.

² See “Standard check-out form”

9. Provide the parents and members of the IEP team with the case manager's contact information and conclude the visit.

Note: All decisions regarding a student's educational program should be data based. When collecting data, encourage the IEP team to seek evidence that will document the student's improvement in some aspect of their educational program. They may consider documenting some of the following: an increase in written or oral communication, faster acquisition of academic skills, improvement in quality, quantity, accuracy or frequency in assigned work, improved behavior, spontaneity, independence, increased persistence, or even a happier student.

Step 9 - Reporting

1. Complete the "formal" report within two weeks of the completed assessment.
2. Send copies of the written report within two weeks to the student's parents, a member of the student's IEP team, and place a copy in student's file. If follow-up visits are conducted after the formal report has been completed, follow-up status notes may be provided to the IEP team and kept in team files.
3. Document each contact in a progress note.

Step 10 - Follow-up

The case manager works with the team leader to:

1. Schedule additional visits with the student, IEP team members, or parents.
2. Determine which UATT members will participate in the follow-up visit. UATT Central staff members may be available to provide follow-up services.
3. Complete and store files including the log sheet, contact hours, and all records for team.
4. Maintain periodic contact with the parent and the child's teacher.
5. Provide the IEP team with status notes after each UATT visit.
6. Attend IEP meetings, if invited to provide technical information about the assessment.
7. Continue to provide follow-up services as changes in the student's needs occur.
8. Provide additional supports to school team if concerns or questions arise to support implementation, as needed or requested.

Step 11 – The UATT will use Public Relations Activities to increase their presence and value to the respective LEAs and students by any of the following activities:

1. Conduct ongoing public relations activities with LEA administration, school IEP team and parents.
2. Inform stakeholders of workshops and training activities that might be helpful.
3. Share newsletter and blog postings.
4. Invite stakeholders to assistive technology open houses hosted by the UATT team.
5. Conduct ongoing quality assurance activities to determine if the assistive technology tools are working properly, etc.
6. Inform special education directors of successes and recognize professionals/para-professionals who implement AT and AAC effectively to benefit students' education.

Appendix A

Definitions from Utah Special Education Rules³

1. **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.
2. **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.

Note: UATT members should actively train other educators regarding the need to "consider" assistive technology for every student receiving special education services. UATT 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 by IDEA.

From Page 63 of Special Education Rules, published by the Utah State Office of Education, Revised October 9th, 2007.

Considerations of Special Factors

1. The results of the initial or most recent evaluation of the student, and
2. The academic, developmental, and functional needs of the student.
3. The IEP team, in conducting a meeting to develop, review and, if appropriate, revise a student's IEP, must consider the following special factors:
 - a) 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

³ published by the Utah State Office of Education, Revised October 9th, 2007

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;

- b) Consider whether the student needs assistive technology devices and services.

Appendix B

Sample Letter for New UATT Members

Dear UATT Leadership Council,

I would like to propose that _____ serve as a member of UATT in this area. _____ will replace _____ on the team. In support of _____'s assignment on UATT, I will provide him/her with a minimum of one day a month (two to four days each month are encouraged) where he/she will be excused from his/her regular district assignment to participate in UATT service related to the provision of FAPE:

- 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 UATT.
- 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 UATT until he/she is replaced.

School Principal *or* Local Administrator

Special Education Director *or* Coordinator

Appendix C

UATT Equipment Policy

Items in the UATT central inventory are purchased for assessment purposes. UATT members who borrow equipment from the UATT Central inventory will have a 30 day check out period. If the equipment is not requested by another UATT member during the 30 day check out period, the person who borrowed the equipment may continue to use the equipment for up to 45 days after check-in in with UATT Central. If equipment has been requested by another UATT member after 30 days, it should be returned to UATT Central as soon as possible.

UATT members should not exchange the equipment with the requesting UATT member, but return it to UATT Central to ensure the equipment has all the necessary parts and manuals before it is checked out to another UATT member. There may be exceptions to how equipment is transferred between teams. Please call for details.

When UATT members return UATT equipment that was damaged through neglect or abuse (excessive use or improper treatment), the LEA where the equipment was used will be billed for the cost of the repair or the UATT team equipment budget will be reduced by the cost of the repair. If there is no reasonable explanation for the damage to the UATT 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 UATT equipment repairs will be paid for with UATT funds.

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

UATT members frequently program AAC devices with customized student vocabulary, including the student's 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 UATT Central. Please make your own backup and 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).

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

UATT Equipment Loans and UATT Service for Charter Schools

All public schools in Utah, including charter schools, have access to UATT equipment for the purpose of assessing the assistive technology needs of their students. UATT 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. Please contact UATT Central for information and support.

Appendix D

UATT Guidelines for Students in Transition

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 LEA to another LEA) 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 could assist in the transition. With this in mind, the UATT Leadership Council highly encourages all teams to follow the guidelines listed below:

Ages 0-3 years 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 products. 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 his or her IEP. If AT is necessary for 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 an age 0 to 3 years 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 UATT for an evaluation should be completed. The evaluation procedures outlined in the UATT Policy and Procedures Manual should be implemented.

Post-Secondary Transition

The IDEA requires that transition services are in place when a student reaches age 14. Therefore, if a local UATT provides an assessment for a student age 13 or older, the team must consider the transition needs of that student.

In assessing the student’s AT needs in the transition process, UATT 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 his or her AT?
- Are there special environments (i.e. 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 to include communication and access to daily living needs?
- 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 Assistive Technology (AT) assessment and in supporting the student’s use of AT, once it is in place. During an assessment, UATT should help parents understand that AT support services (e.g. 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 ensure the student’s successful use of the AT once he or she transitions out of the school system.

In the IEP meeting, consider some goal-driven activities for which parents or caregivers/providers could be responsible. UATT members could provide training to the IEP team to ask parents questions such as:

- 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 involvement and training may be necessary for the student to be successful in his or her use of Assistive Technology. Training may be provided by vendors, UATT members, or staff at Utah Center for Assistive Technology. Some parents will need one-to-one training in their own environment to build their confidence in supporting their child's use of the equipment.

UATT 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 LEA or Adult Education Program, Utah Parent Center (UPC) and other volunteer agencies or groups in the area.

If a student is eligible for Vocational Rehabilitation Services, there may be cases when AT products purchased by the school LEA could continue to be available to the student after completing his or her public school program.

Teach students and parents about the AT funding process. 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, Division of Services for People with Disabilities (DSPD), Utah Assistive Technology Foundation (UATF), other foundations and other sources could be explored. Schools can be a funding source for AT. IEP teams make the decisions regarding what AT a student may need for FAPE, UATT members should encourage IEP teams to work with their administration regarding AT funding through the school LEA when appropriate. One limitation of using the school LEA as a funding source is that the AT purchased belongs to the school LEA and not to the student. There is also a chapter on "Funding AT" in the WATI manual. This is available online at <http://www.wati.org> under 'Supports' tab and then 'Free Materials'. Or directly at <http://www.wati.org/?pageLoad=content/supports/free/index.php>.

Additional Suggestions

WATI, the Wisconsin Assistive Technology Initiative, has an excellent handout on AT transition services at their web site. 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.”⁴

The QIAT Consortium (Quality Indicators for Assistive Technology Services in Schools), has developed “Quality Indicators for Assistive Technology Transition.”⁵

⁴ See: <http://www.wati.org/curriculum/pdf/attransitionpacket.pdf>

⁵ See: www.qiat.org and click on the Quality Indicators link that has ‘points to consider’ as well as ‘errors to avoid’ as transition is considered.

Appendix E

Utah State Board of Education Travel Policies⁶

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 31st.

Out-of-State Travel:

Airline and hotel/motel needs.

UATT Travel Coordinator:

Lynn Marcoux

Contact information

Phone: (801) 887-9380

Email

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 UATT 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 UATT 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 some airlines are charging for one or more bags, 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 \$25 for these fees with accompanied receipt.

⁶ Revised for in-state and out-of-state travel by UATT members (non-state employees and USDB) subject to change.

In-State Travel:

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

With in-state travel, you must live more than 50 miles (one way) from your normal daily commute to the event or conference to qualify for a hotel stay unless there is a sponsored nighttime event scheduled that makes it unsafe for you to drive home. Please get prior approval when possible. 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.

Be sure to request the state rate if you want full reimbursement for your hotel stay. Hotels that honor State per diem are available at:

<http://fleet.utah.gov/travel/instate.html>

If you have questions about how to insure you get the state rate, contact Lynn Marcoux at 801-887-9380.

Lodging:

UATT members are required 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 (one way) or less.**⁷

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/motor 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 allowances. 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 dietary 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).

⁷ Rule: Total mileage used, less the normal daily commute mileage.

- **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 as defined by state rules:

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 st Quarter	Leave between 12:01 a.m. and 6:00 a.m.	B L D
2 nd Quarter	Leave between 06:01 a.m. and 12:00 noon	L D
3 rd Quarter	Leave between 12:01 p.m. and 6:00 p.m.	D
4 th Quarter	Leave between 06:01 p.m. and 12:00 midnight	NO MEALS

The Day Travel Ends

1 st Quarter	Return between 12:01 a.m. and 06:00 a.m.	NO MEALS
2 nd Quarter	Return between 06:01 a.m. and 12:00 noon	B
3 rd Quarter	Return between 12:01 p.m. and 07:00 p.m.	B L
4 th Quarter	Return between 07:01 p.m. and 12:00 midnight	B L D

RATES

In-State	B=\$9.00	L=\$13.00	D=\$16.00	Total =\$38.00/day
Out-of-State	B=\$10.00	L=\$14.00	D=\$23.00	Total=\$47.00/day

Meal Allowance for Non-Overnight Trips:

If the destination is more than 100 miles (one way) from "home base" the traveler may be reimbursed for meals as follows:

- Breakfast -- Traveler leaves "home base" before 6:01 a.m.
- Lunch -- When the trip meets one of the following:
 - ✓ Trip warrants breakfast and dinner.
 - ✓ Traveler leaves "home base" before 10:00 am and returns after 2:00 p.m. 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)

LEA vehicle for mileage reimbursement paid at: \$.32 cents per mile (paid to LEA 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 UATT 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!!

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 UATT 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 airfare or the driving reimbursement 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, or 801-887-9380.

Note: As of 2008, there are restrictions regarding driving a state or school LEA 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 take a LEA owned vehicle out of state while on UATT business, you may not be covered in case of an accident. Contact your LEA and request clarification on these restrictions.

Appendix F

UATT 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 by electronic website, e.g. Google Maps/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 UATT 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 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 rule is 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.

Meal Allowance for non-overnight trips.

Note: 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 criteria (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 members who will also be attending the conference, workshop or training. Once learned, you may now contact them to secure a roommate 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 roommate from another team. If, from the time of your registration to the time of the conference, your potential roommate

has canceled his/her travel, please call Lynn Marcoux to rearrange a new roommate. You must have a roommate for travel per the UATT 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 UATT website www.UATT.org to review the *UATT Policy and Procedures Manual* with regard to state travel and to print off the necessary forms you will need.
- Refer to the conference website to print off the registration forms.

Please send your fully prepared registration form to Lynn Marcoux at UCAT, 1595 West 500 South, Salt Lake City, Utah 84104. Alternately you may contact by email at 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, no additional changes are allowed.
- 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 discounted conference 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, UATT 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 roommate, 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 payer 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 teammates and your roommate. You will only be reimbursed ½ of the mileage charges if you drive alone.

Three Days before Conference:

- Please refer to the website www.UATT.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 roommate 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 UATT Travel Reimbursement Worksheet completely. If the worksheet is not completed in full, it will be returned to you. This will delay your reimbursement significantly.
- 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 Lynn Marcoux at 1595 West 500 South, Salt Lake City, Utah 84104.
- The worksheet may be e-mailed or faxed to Lynn Marcoux at 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, you will receive a completed state form that you must 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 checklist to help you plan your trip wisely.

There are many wonderful workshops and training opportunities at UCAT that are all posted on the UATT web-site www.UATT.org. Make a mental note to check the website each month to schedule the training sessions and secure a substitute teacher which is reimbursed if needed through UATT 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 requests will be done as time allows.

Appendix G

UATT 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 UATT 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 members who will also be attending this conference. Once learned, you may now contact them to secure a roommate. If no one else from your team is going to this conference, please contact Lynn Marcoux for assistance in securing a roommate from another team. If, from the time of your registration to the time of the conference, your potential roommate has canceled their travel, please call Lynn Marcoux to rearrange a new roommate. *You must have a roommate for travel per the UATT 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 UATT website www.UATT.org to review the UATT 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
 - ATIA: www.atia.org/conf.
 - CSUN: www.csun.edu/cod/conf
- ❑ Send your fully prepared registration form to Lynn Marcoux at UCAT, 1595 West 500 South, Salt Lake City, Utah 84104. Alternately you may send email to 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, no additional changes are allowed.
- ❑ Refer to the conference booklet or on-line conference website, 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 discounted conference 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 that is \$80.00 plus tax. If you choose not to stay at a conference hotel please remember, UATT policy states it is unable to reimburse for a rental car.

Note: If you are sharing the hotel expenses with your roommate, 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 payer 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 members and your roommate. 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 \$7.00 maximum per day with a receipt.

Three Days before Conference:

- Please refer to the website www.UATT.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 roommate.

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 UATT Travel Reimbursement Worksheet completely. If the worksheet is not completed in full, it will be returned to you. This will delay your reimbursement.
- 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 C/O Lynn Marcoux, 1595 West 500 South, Salt Lake City, Utah 84104.
- The worksheet may be e-mailed or faxed to Lynn Marcoux at 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 latecomers will be done as time allows.

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

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

Date: _____

Fax Number: _____

Name: _____

(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: _____

Time of Return _____

(From your home or workplace)

(To your home or workplace)

Destination & Purpose: _____

Lodging

Lodging Name: _____

Address: _____

City/State/Zip _____

Amount of Hotel Bill to be reimbursed (attach original receipt) _____

Total of Tips to be reimbursed _____

Parking of Shuttle (attach original receipts) _____

Name of Roommate: _____

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

Mileage (Miles traveled will be verified by state travel through MapQuest and paid at .36 a 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

	<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
Breakfast							
Lunch							
Dinner							

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 UATT business and payment thereof will not exceed appropriation.

Approved by: _____ Date _____

Please check the UATT web site www.UATT.org for rules on state travel. If you have any questions about how to complete this form or about UATT 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, Utah 84104. If you do not have receipts, you may fax or e-mail it to me: 801-887-9380 / Lmarcoux@utah.gov.

All documentation for competency level change should be submitted in writing by the first Friday in May to the UATT Leadership Council, C/O UATT Central, 1595 West 500 South, Salt Lake City, UT 84104 or by email to UATT@utah.gov .

The UATT Competency Checklist

Name: _____

Date: _____

Team: _____

It is the responsibility of the UATT member to safeguard this document. You may occasionally be asked to submit copies of this form to UATT Central in order to calculate your team training budget.

Level I

All level I competencies listed below must be passed off by UATT Central staff, UATT team leaders or Leadership Council Members who are Level II certified.

- Become an appointed UATT member in training with a letter of support signed by the Special Education Director/Coordinator and principal or other appropriate administrator (see sample letter)
- Receive, sign for, and read the UATT Policy and Procedures manual.
- Demonstrate or explain the assistive technology assessment process to your team leader.
- Write a brief letter accepting the responsibilities outlined in the *UATT Policy and Procedure Manual* associated with being a UATT member. See form *****
- Familiarize yourself with the use of the forms in the *UATT Policy and Procedures Manual* (or appropriate alternatives such as the WATI or team forms) by describing the function of each form.
- Take an active part in a UATT assessment and prepare one acceptable report of a UATT evaluation or follow-up.
- Attend new membership orientation provided by UATT Central staff or designee.

Level II

Level II competencies may be passed off by UATT Central staff, UATT team leaders who are Level III certified, or UATT Leadership Council Members who are Level III certified.

Demonstrate competencies in four or more of the following areas (list in spaces below):

Three high tech AAC devices/apps **and** three low to mid-range AAC Devices.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

Three accessibility features of Macintosh or Windows operating systems.

1 _____
2 _____
3 _____

Three computer access hardware devices such as, head mouse, adaptive keyboards, stylus, and switch interfaces.

1 _____
2 _____
3 _____

Use of four special software programs such as word prediction, speech recognition, text to speech, symbol generating software, curriculum authoring software, or any software related to student accessing FAPE.

1 _____
2 _____
3 _____
4 _____

Methods, approaches, and accommodations to make curriculum accessible through use of appropriate assistive technology.

Four accessibility features in two software programs.

1 _____
2 _____

Four accessibility features in a tablet device

1 _____
2 _____
3 _____
4 _____

- Mentoring of another team member to achieve Level 1 competency.
- Write up five student assessments and/or follow-up sessions.

Level III

Level III competencies may be passed off by UATT Central staff or UATT Leadership Council Members who are Level III certified (Must complete two years of service as a team member).

- Must complete 2 years of service with UATT to obtain Level III (exceptions must be approved).
- Must complete 20 hours of training specific to assistive technology every 2 years. Training's can include UATT conference, webinars, individual team training and other.

Demonstrate competencies in six or more of the following areas:

- Fulfill team leader role for 5 evaluations by reviewing referrals, contacting teacher or visiting the student to get additional information, schedule team evaluations, and assign case managers.
- Assist Team leader in preparing and submitting team reports to the UATT Leadership Council by the end of the year deadline.
- Discuss areas that need to be improved with team members and develop a plan to achieve this goal. You may use the QIAT rubric to help you monitor success.
- Demonstrate an understanding of legal issues related to assistive technology and the IEP process.
- Assist and manage team equipment including check out, return and year-end inventory.
- Discuss the requirements of IDEA by reviewing the Utah Special Education Rules related to assistive technology and the IEP process).
- Conduct and document positive public relations efforts with district administrators regarding UATT activities related to providing FAPE to students (assessments, follow-up visits, training provided, etc.).
- Demonstrate an understanding of funding procedures for an AAC device or other assistive technology system by preparing a funding plan for a student and working with parents and other service providers to acquire the needed technology.
- Use of iPad or android applications that is appropriate for 3 of the following:
 - Students who are physically limited.

- Students with print disabilities.
- AAC users.
- Students with Autism Spectrum Disorder.
- Students with visual impairments.
- Students with learning disabilities.
- Mentor another team member to achieve Level 2 competencies.

UATT Team Summary Report

Please report the number of students served and the number of UATT hours for the period of June 1, 2014 to May 31, 2015. This report should be completed by the UATT Team Leader and turned in to Joelle Rasmussen by Friday, June 8, 2015. If your report is not received by June 15, your team hours and number of students will be recorded as zero and your equipment budget for the 2014-15 school year will be calculated accordingly.

Email report to Joelle Rasmussen: jrasmussen@murrayschools.org

Team Letter Submitted by _____
 Phone number of person submitting report _____
 Email of person submitting report _____

Total number of students served by this team during the reporting period _____
 Total number of UATT hours provided during this reporting period _____
 Total number of UATT equipment items provided to students, parents, and IEP teams during this reporting period _____

Definition of a Student

The student has been referred to the UATT team for an evaluation. The UATT team has provided some level of service to the student or the student's educational team (IEP team, 504 Team or regular education team) during this school year. The UATT referral form for this student is in the UATT team file. The same student can be counted only once during the reporting period even if that student was served by more than one UATT team member.

Definition of Hours- UATT service hours are hours of service provided by a UATT team member only when acting as a UATT team member and not as a member of the student's education team. For example: If a UATT team member is the direct service provider for a student who has been evaluated by the UATT team, they would not count their scheduled service time for that student as UATT hours. The UATT team member would count their time spent in providing a UATT evaluation or follow-up service for that student.

In an evaluation where five team members serve one student for one hour, each team member records one hour of service. When the team leader tallies the team members hours, filling out the UATT Team Summary Report, there would be five hours of service for that student. But they still only served one student. If one team member spends 3 hours writing a student report, that would count as 3 hours.

The following services may count as UATT hours: evaluation or assessment, follow-up services, travel to UATT activities, training provided to a parent, student, or education team, report writing, equipment management or self training on UATT equipment.

Definition of Equipment Items Provided

If your UATT team provides something physical (AAC device, switch, software, PECs pictures printed with Boardmaker) to a student, teacher or parent, you should count that as an item checked out. If a team uses an item from the UATT central inventory with more than one student, then count each time the equipment is used with a new student.

What is the best way for teams to keep a count of items checked out? Each team has Filemaker Pro software. When UATT members borrow equipment from the central UATT inventory, we print and keep a copy of the checkout form. All the forms are filed away. At the end of the year, we count the checkout forms in the file and our report is done. Teams could (should) do the same thing. We just need a number from each team at the end of the year indicating how many items have been loaned to students, parents and teachers. We collect data (numbers of items checked out) to verify the UATT funds are being widely used.

