

UATT

2018

Utah Assistive Technology Teams

*Empowering students through
assistive technology!*

Policy and Procedures Manual



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

UATT

1/1/2018

Utah Assistive Technology Teams Policy and Procedures Manual

The Utah Assistive Technology Teams (UATT) Project is a collaboration between Local Education Agencies (LEA) and the Utah State Board of Education. The UATT Project consists of a UATT Central Staff who lends support to local UATT. The UATT Project serves as a resource for assessment and development of communication and assistive technology for students with disabilities, who may need adaptations to access their oral and written communication and/or educational curriculum. The UATT has been established for the purpose of assessing student needs and for providing consultation to both Individual Educational Program (IEP) and 504 Teams regarding assistive technology. UATT does not provide direct services or therapy.

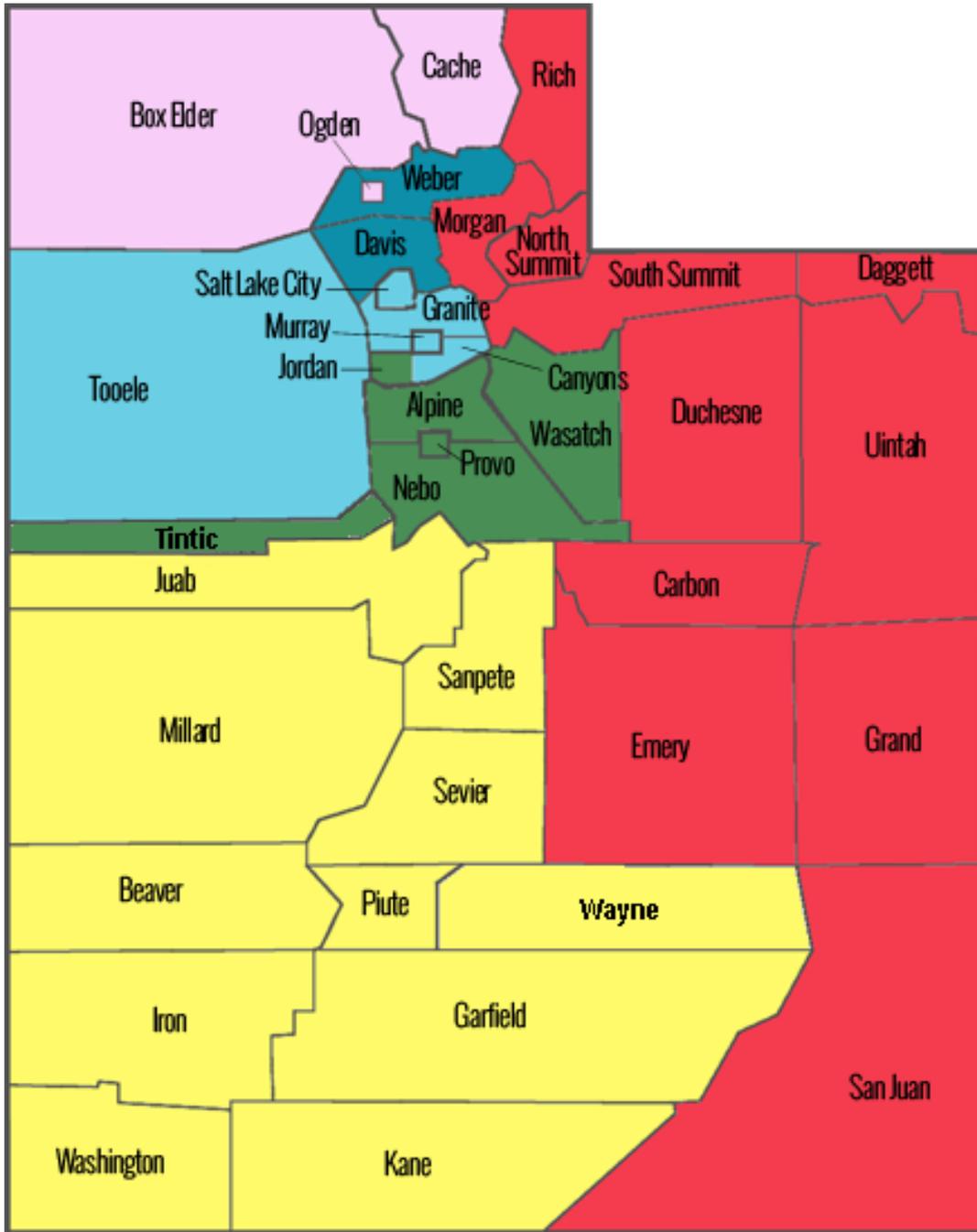
When a student receives an assistive technology assessment from the local UATT or UATT Central, the UATT will provide the IEP Team with the results of the assessment. The decision about which assistive technology devices and/or services a student requires and how they are included in the IEP is the responsibility 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 LEAs they serve. Assistive technology and service are defined as:

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 assessment 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.

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.

This map represents the six regions across the state along with representatives in each area.



The UATT Leadership Council is responsible for reviewing this manual annually and may amend the policies contained within on an as needed basis.

UATT Leadership Council 2017-2018

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I. LEA Responsibilities and Benefits

A. LEA Responsibilities

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

1. Approving staff members to serve on the local UATT and provide release time for appointed individuals to participate in UATT activities for a minimum of one day per month. It is important that the LEA understand that two or more days per month may be necessary in order to assist educational staff in providing Free Appropriate Public Education (FAPE) in a timely manner. UATT activities could include conducting student assessments, follow-up, student tracking, professional development, training, report writing, consultation, supervision, equipment maintenance, advocacy, etc.
2. Providing release 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 maintenance and tracking of local UATT equipment
6. Provide long-term equipment as deemed necessary for the student by the IEP team.

B. Benefits for LEA

The UATT Project supports LEAs by:

1. Providing a multi-disciplinary team to conduct assessment of students in their own environment.
2. Conducting follow-up services for students previously assessed.
3. Providing access to equipment in the UATT Central inventory for 30 to 45 day trials.
4. Providing an annual budget to assist local UATT to develop and maintain an inventory of assistive technology equipment.
5. Providing written reports of students evaluated.
6. Providing local, regional and national training opportunities for UATT members.
7. Preparing UATT members to provide training to LEA personnel regarding use of assistive technology.
8. Providing a state assistive technology conference every other year or as needed, for UATT members, parents and other professionals.
9. Providing access to regional and national assistive technology specialists, products and vendors.
10. Making additional funds available for substitute pay to assist with team members attending additional training outside of the regular monthly UATT activities.

II. Roles and Responsibilities

A. The Utah State Board of Education (USBE)

The Utah State Board of Education supports the UATT project by:

1. Funds for equipment both at UATT Central and local UATT,
2. Professional development for ongoing training and bi-annual conference,
3. Support and outreach to charter schools.
4. Funds for 1 FT trainer and .5 Project Director.

State Board of Education Staff Member supports the UATT project by:

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

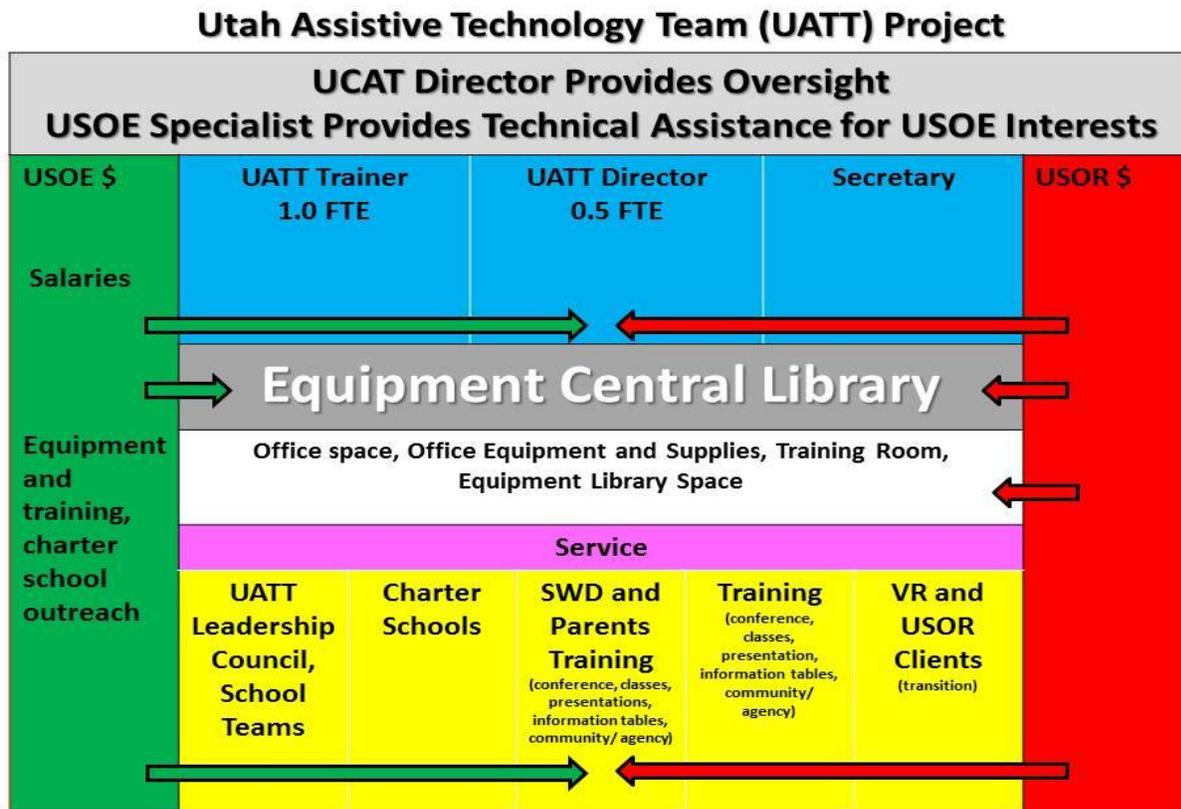
B. Utah State Office of Rehabilitation (USOR) and Utah Center for Assistive Technology (UCAT)

The Utah State Office of Rehabilitation and Utah Center for Assistive Technology supports the UATT project by:

1. Provides office space for UATT Central staff and loan library, access to state vehicles, office equipment and IT support
2. Provides .5 salaries for Project Director and support from an administrative assistant.
3. Daily oversight, supervision and other administrative support.

C. The UATT Central Office Staff

1. Provides training, professional development and support to local UATT members.
2. Assists with assessments when requested by local UATT.
3. Suggests equipment purchases for UATT Central inventory and UATT 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 assessments for students with disabilities in addition to local UATT assessments and provides summary of results to local teams.
6. Assists in writing the annual UATT Project grant.
 - a) Letter of intent submitted to USBE representative in December.
 - b) Grant budget draft submitted in January.
 - c) Final grant submitted in May.
 - d) New funds available on July 1st.
- 7 Prepares team budgets for training and equipment.
8. Prepares annual service report with the support of UATT Leadership Council members and Local UATT leaders.
9. Manages the UATT web site and online resources.



D. The UATT Leadership Council (must have competency Level III and have two years of experience as a UATT member)

1. The Chairperson

- a) Serves as contact person with the USBE representative, special education directors, and UATT Leadership Council members.
- b) Oversees all assignments made to UATT council members.
- c) Conducts/oversees UATT leadership Council meetings.
- d) Collaborates with UATT Central staff in preparing UATT Leadership Council meeting agendas.
- e) Fulfills all duties of UATT Leadership Council members as listed below.

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 UATT Central inventory equipment purchases and repair of UATT equipment.
- c) Write articles and find links for the UATT website.
- d) Collect contact hours and prepare service reports.
- e) Assist with planning, implementation and assessment of UATT conference and trainings.
- f) Consider and approve additional budget items.
- g) Serves as a contact between local UATT and UATT Leadership Council, by gathering and disseminating information between assigned teams
- h) Works to maintain and approve Level III Competencies for local UATT members.
- i) Attend scheduled UATT council meetings and carry out assignments.

E. Local UATT Leaders (must be a Level III and have two years of experience as a UATT member)

1. Lead and administer local UATT activities.
2. Facilitate student assessments by receiving referrals and assigning a case manager.
3. Perform or delegate critical team responsibilities:
 - a) Schedule UATT assessment and follow-up sessions to ensure services are provided in a timely manner. The goal is to begin provision of the requested services 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) Provide professional development, technical assistance, and support to IEP teams.
4. Communicate with the Leadership Council member serving in their area in order to remain informed of Utah State Board of Education and Leadership Council initiatives.
5. Participate as a team member.
6. Notify the Leadership Council of team vacancies and submit letter for new team members.
7. Work with LEA to fill vacancies and gain approval from UATT Leadership Council for new UATT members.
8. Prepare a team training plan to help UATT members increase and maintain their competency levels.
9. Conduct positive public relations with LEA administrators within the team area.
10. Work to maintain their own Level III Competencies.

***NOTE:** Based on conference topics and state need, 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.*

F. Local UATT Members:

1. Participate with other team members in providing assistive technology services for students as requested.
2. Provide a minimum of one day (seven hours) of service to the local UATT per month.
3. Follow LEA procedures in obtaining permission to conduct assessments, follow-up sessions and training.
4. Actively demonstrate UATT 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.
5. Follow established UATT Project Policies and Procedures.
6. Communicate with local UATT leader, other team members, and professionals involved with students who are served.
7. Promote a positive image of the UATT Project.
8. Promote teaming strategies.
9. Perform additional duties as assigned by the team leader.
10. Work to achieve and maintain Competency Level II or III as outlined in the appendix.
11. Attend trainings to improve skills in the area of assistive technology.

III. Selection/Removal of UATT Members

A. Selection of Leadership Council

1. Each of the six established UATT regions will be represented by a UATT Leadership Council member. On a rotating basis, each team in the region will have an opportunity to select a team member who will represent the region on the UATT Leadership Council.
2. Each council member must have approval from his/her LEA administration to serve on the UATT 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 the UATT leadership council.

B. Selection of Local UATT Leaders

1. Team Leaders are selected by their local UATT members in collaboration with their LEA.
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 local UATT Members

1. Selecting new local UATT members
 - a) New local UATT members are approved 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 UATT member to the UATT leadership council. See Request "Letter for New UATT Member" in appendix B (page 20). Teams consist of, but are not limited to, speech-language pathologists, special education teachers, general education teachers, psychologists, occupational therapists (OT), physical therapists (PT), administrators, computer specialists, audiologists, vision specialists and paraprofessionals. 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).
 - c) Paraprofessionals must be properly trained and supervised, and encouraged to advance in their competency levels.
 - d) Teams consist of up to six members. Additional members must be approved by the UATT leadership council.
 - e) Specialists may be invited to serve as temporary UATT members if their expertise is needed in a particular student assessment. For example, if a student with a vision impairment was referred to the team for assessment 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 assessment of that student. Specialist hours count for services provided by the team.
 - f) All new members must be approved by UATT 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 local UATT leader. Some reasons may include:

- a) A change in work assignment limiting participation.
- b) Failure to provide a minimum of one day (seven hours) per month.
- c) Failure to complete assignments.

- d) Failure to progress or maintain competency levels.
- e) Failure to demonstrate active commitment to the team.
- f) Mismanagement of equipment and resources.
- g) Failure to act ethically and responsibly.

IV. Recommended 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
 - 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. Referrals are prioritized by the UATT members.

***NOTE:** When UATT receives a referral, they should make every effort to conduct the assessment/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 assessment 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 two or three 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 assessment at the earliest opportunity.*

Step 2 - Pre-assessment tasks

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

Step 3 - Team Planning

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

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

2. A UATT meeting, conference phone call, e-mail or pre-assessment by the local UATT 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 assessment and set a schedule for the day.

Step 4 - Scheduling

1. The UATT 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 assessment and who will participate.

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

2. The UATT case manager or designee calls parent/guardian to:
 - a) Invite them to the assessment.
 - 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 Assessment Appointment

1. Prior to the scheduled assessment, the UATT 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 assessment to:
 - a) Verify assessment tasks.
 - b) Review student information, IEP, recent testing.
 - c) Confirm assessment tools have arrived.
 - d) Assign UATT 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.

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. This may be done by discussion, interview, by phone, email as well as during the assessment.

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 Local UATT 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 assessment.
3. Select a UATT member to share assessment information as outlined in Step 8 below.

Step 8- Summary Meeting with IEP Team and Parents

1. The local UATT 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 Augmentative Alternative Communication (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.
5. If the IEP team determines the student needs equipment at home for FAPE, the parent must sign for the equipment taken home.
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 UATT 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 Board of Education, page 45, August 2001.

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 UATT case manager works with the UATT 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.

V. Recommended Fast Track Assessment Process

Fast Track Assessments are used mostly for High-Incidence Disabilities where the student is already familiar and proficient with a solution that has already proven successful for increasing educational performance.

1. A regular referral is filled out by the IEP Team requesting an evaluation. A signed Permission to Evaluate and a copy of the most recent IEP is submitted along with the AT Referral.
2. A file review is conducted and an observation of the student is made.
3. The AT member doing the observation and file review determines that a Fast Track Evaluation is appropriate based on:

- a. A transfer of services from a related service member's caseload to the AT Team. If the student has received previous services and needs a device but does not require services at the same level he/she has received services (Example: the student has received OT services for writing but will no longer be served by the OT and still requires a device.)
 - b. The student has access to a specialized device in his/her current situation but may not have access to a specialized device in the upcoming year. (Example: All fourth grade students have access to Chromebooks with Voice Typing but the fifth grade classrooms do not have access to Chromebooks . The student has experience with and shows a need for continued use of a Chromebook with Voice Typing.)
4. The parent is contacted by a member of the AT Team to explain that the student has been seen and that a Fast Track Assessment has begun, and that the full team will not need to gather to do a full evaluation but the team will do follow-ups . Feedback from the parents is considered and put into the written report.
5. A formal report is written and distributed to the IEP team and the student's parents, and a copy is placed in the student's AT file.

VI. UATT Public Relations Activities

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

Appendix A

Definitions

UCAT - The Utah Center for Assistive Technology is a statewide resource offering information and technical services to help people with disabilities acquire and use assistive technology devices. UCAT is located at 1595 West 500 South, Salt Lake City, Utah 84104.

USOR – Utah State Office of Rehabilitation - We help individuals with disabilities obtain meaningful employment, integrate into the community, improve accessibility in their activities of daily living and determine eligibility for federal disability benefits.

USBE - The Utah State Board of Education (USBE) Special Education Services (SES) section provides leadership and support for educators, parents, and students with disabilities receiving special education and related services throughout Utah public schools and communities, in an effort to improve educational outcomes.

DWS - Department of Workforce Services - We support Governor Herbert's vision to strengthen Utah's economy by supporting the economic stability and quality of our workforce. We provide quality and streamlined services that connect a world-class workforce with employment.

UATT Central – We support and coordinate with multi-disciplinary educational and rehabilitation teams to train students, caregivers, educators, and service providers in the use of assistive technology in education and in the major life functions of students with disabilities. Located at 1595 West 500 South, Salt Lake City, Utah 84104

Utah Assistive Technology Teams (UATT)– The State of Utah is divided into 28 regional teams with one UATT serving each region. In some cases the team will serve multiple school districts, and in other cases the school district may be large enough to have more than one team. Teams consist of, but are not limited to, speech pathologists, teachers, psychologists, occupational therapists, physical therapists, administrators, computer specialists, para educators, and vision specialists.

LEAs – Local Education Agency representative of the local educational agency who is qualified to provide, or supervise the provision of, special education, is knowledgeable about the general education curriculum and is knowledgeable about and authorized by the local educational agency to commit the available resources of the local educational agency.

IEP Team - The IEP is developed by a team of individuals that includes key school staff and the child's parents. The team meets, reviews the assessment information available about the child, and designs an educational program to address the child's educational needs that result from his or her disability.

IEP - An Individualized Education Program (IEP) is a written statement of the educational program designed to meet a child's individual needs. Every child who receives special education services must have an IEP.

504 - Section 504 protects students from discrimination based on their disability status. A student is eligible for accommodations under Section 504 *if the student has intellectual or physical impairment that substantially limits one or more of a student's major life activities that impact education.*

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.

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 assessment 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.

Competency levels - UATT competencies are designed to promote skill development and proficiency among active UATT members and to develop and increase knowledge of assistive technology services and devices in order to assist IEP teams in providing FAPE. They are a systematic and objective method of promoting a hierarchy of skill acquisition and expertise of UATT members they are also designed to instill knowledge of best practices and state of the art technology. Beginning level competencies include basic awareness of devices and procedures; intermediate competencies include knowledge of devices and software. Advance competencies include team management and supervision

High-Incidence Disabilities - Students with high-incidence disabilities typically includes students with emotional and/or behavioral disorders (E/BD), learning disabilities (LD), and mild intellectual disability (MID).

Considerations of Special Factors

1. The results of the initial or most recent assessment 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 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.

***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 IPE 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.

Appendix B

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 LEA 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 LEA.
- Conducting AT assessments for students who have been referred to UATT.
- Conducting follow-up service for students who have previously been assessment 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

- Submit completed form to Local UATT Team Leader.
- Team Leader will submit form to UATT Central for approval from Leadership Council.
- Email form to lmarcoux@utah.gov.
- Leadership Council will review for consideration. Leadership Council Representative will contact local Team Leader with decision. Approval will be recorded in UATT Leadership Council Minutes.

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 UATT Central for details.

When UATT members return UATT equipment that was damaged through neglect (lack of proper maintenance) or abuse (improper or excessive use or 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 Board of Education Special Education Services Section. Central inventory equipment is loaned to local UATT teams for assessment purposes. When teams purchase equipment through the UATT budget they receive annually through the UATT grant, that equipment is also owned by USBE/SES. Items purchased for 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 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 C

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, at age three moves from home-based Early Intervention Services (Part C) to school based Early Childhood Services (Part B), 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. [Refer to interagency/intrastate transfer requirements in USBE.](#)

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

Part C to Part B Transition

Review AT that has been outlined in the child's Individual Family Student Plan (IFSP) and used successfully in the child's early intervention program and consider implementing these tools in the student's Part B 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.

While AT products the student uses in the new environment do not need to be the exact same products used in the early intervention program, 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.

Some students making the transition from Early Intervention 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 assessment should be completed.

As with any student referred to the UATT, the assessment procedures outlined in the UATT Policy and Procedures Manual should be implemented.

Post-Secondary Transition

The IDEA requires that transition services are included in the IEP when a student is age 14. Therefore, if a local UATT provides an assessment for a student age 14 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 skills 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 services and supports are needed 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 AT. 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 members 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 (16) 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>.

Appendix D

Travel Policies

Lodging:

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.

For a list of hotels that allow the state rate per diem, please go to: <http://fleet.utah.gov/travel/instate.html>. When calling for your reservation, please let them know that you need the state rate, otherwise they will give you whatever the going rate is and you will not be eligible for charges over the state rate.

If you are unsure how to ensure you get the state rate, contact Lynn Marcoux at [801-887-9380](tel:801-887-9380) or Lmarcoux@utah.gov.

If you choose to stay with a relative you will be reimbursed \$25.00 per night with no receipt required. Those who use a personal camper or trailer/motorhome at a campground or trailer park, (not a private residence) may be reimbursed actual costs up to \$40 with a signed receipt.

Mileage:

The state reimbursement rate for private vehicles is paid at \$.36/mile. Reimbursable mileage will be calculated as mileage over and above your normal daily commute mileage subtracted from the total. Personal mileage, to restaurants, movies etc. are not reimbursable.

When using a state vehicle and carpooling, we will need a request from your LEA for reimbursement. A simple email or invoice will satisfy our need stating date, destination and the passengers who were in the vehicle, then, mileage will be paid from the pick up to the drop off address. Please do not collect the reimbursement and repay the district office yourself

Meal Allowance for Non-Overnight Trips:

State rules specify *that you must live 100 miles or more from the event* to be eligible for meal reimbursement. If the training or conference does not include meals, you may be on your own for this expense.

If the destination is more than 100 miles (one way) from your normal daily commute you 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: The trip warrants breakfast and dinner OR the traveler leaves “home base” before 10:00 am and returns after 2:00 pm and the project director provides prior written approval.

Dinner — Traveler leaves “home base” before 2:00 pm and returns after 7:00 pm

Continental breakfast and all meals that are provided by the event will not be reimbursed. If you choose not to have the provided meal, we will not reimburse it *unless you have a dietary restriction and arrangements are made prior to the event*. We require this prior arrangement 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 reimburse you.

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 UATT Central C/O Lynn Marcoux, 1595 West 500 South, Salt Lake City, Utah 84104 or e-mailed to Lynn Marcoux at lmarcoux@utah.gov.
- Once you have sent in the worksheet and receipts, Lynn will complete the required state travel form and return it to you for your final signature. Please sign the travel form and return it to Lynn for final processing with state travel.

Please remember, your reimbursement will take up to 30 days once the completed form is sent to state travel.

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

**UATT 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: _____ 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>
<i>Breakfast</i>							
<i>Lunch</i>							
<i>Dinner</i>							

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.

UATT - TRAVEL REIMBURSEMENT FORM

TEAM LETTER _____

Name: _____ **Are you on Summer Break or at School ?**

Home Address: _____ City _____ State/Zip

Work Address: _____ City _____ State/Zip

Event & Destination: : _____

Date and time you left work or home

Date and time you returned to work or home

Did you drive? _____ Name(s) people in your carpool

If you did not carpool, please explain why

If you did not drive who did you carpool
with? _____

Mileage will be paid at .38/mile according to state travel rules and MapQuest based on your mileage from work to destination unless other specified reason is allowable. If you do not carpool you will only be reimbursed 1/2 of mileage.

Did you use a state or district vehicle?

If you drove a district/state vehicle, please have the district office send me an invoice so they can be paid directly.

Name/Address of Hotel

Name of Roommate

Who paid lodging? _____ (invoice must be in the name of person who paid)

Do **you** have parking or shuttle charges? _____ **Please Attach Receipts**

Please list any meals that were provided at the hotel or conference

*To stay at a hotel, you must live at least 50 miles from the hotel. This is based on the distance LESS your normal daily commute. This will be verified by MapQuest and **will not be paid if the actual distance is less than 50 miles** per state rules. If you do not share a room, you will only be reimbursed at one half of the charges. For example, if you drive 20 miles to work each day you must live at least 70 miles away from your destination.*

I 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 certifies that the expenses on this form were authorized as essential to official UATT business and payment thereof will not exceed appropriation.

Traveler's Signature _____ Date: _____

Please send completed form and original receipts to Lynn Marcoux / UCAT 1595 W. 500 S., SLC, UT 84104

All reimbursements will take an average of 30 days to process once received in our office. Please email for verification of receipt once it has been sent to avoid an unnecessary delay. Forms are completed in the order received.

*******I NEED ALL INFORMATION PLEASE!*******

UATT Competency

UATT competencies levels are designed to promote skill development and proficiency among active UATT members and to develop and increase knowledge of assistive technology services and devices in order to assist IEP teams in providing FAPE.

They are a systematic and objective method of promoting a hierarchy of skill acquisition and expertise of UATT members they are also designed to instill knowledge of best practices and state of the art technology.

Beginning level competencies include basic awareness of devices and procedures. Intermediate competencies include knowledge of devices and software. Advance competencies include team management and supervision.

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, Windows, Chromebook or Ipad.

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 two 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 five 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 to May 31. This report should be completed by the UATT Team Leader and turned in by June 15.

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 for a Student:

Student Referral - Student is referred to the UATT team for services and *parent contact* is made regarding the initial referral. The UATT team provides some level of services to the student or the student's educational team (IEP team, 504 team, or regular education team) during the school year. Referral, initial parent contact, and yearly services must be documented.

Initial Referral can be a formal form, e-mail, phone call, or face-to-face conversation with a teacher or parent that is documented with the date and the concern.

Parent Contact is required for all initial referrals. Parent contact, permission, and discussion of services must be documented as per district protocol such as a signed form, e-mail, phone call, text, or face-to-face conversation. Parent contact can be made by the UATT team or a member of the student's educational team. (Parent signature is required for formal evaluation.) *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.

Yearly Student Services are evaluations/assessments, follow-ups, consultations, training with members of the student's educational team, and equipment management.

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 three hours writing a student report, that would count as three 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, Picture Exchange Communication System (PECS) 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.