

UATT

2022

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.

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 assistive technology teams. The UATT Project serves as a resource for the 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 Project has been established to support local assistive technology teams for the purpose of assessing student needs and for providing consultation to both Individual Educational Program (IEP) and 504 Teams regarding assistive technology.

When a student receives an assistive technology assessment from the local assistive technology teams 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.

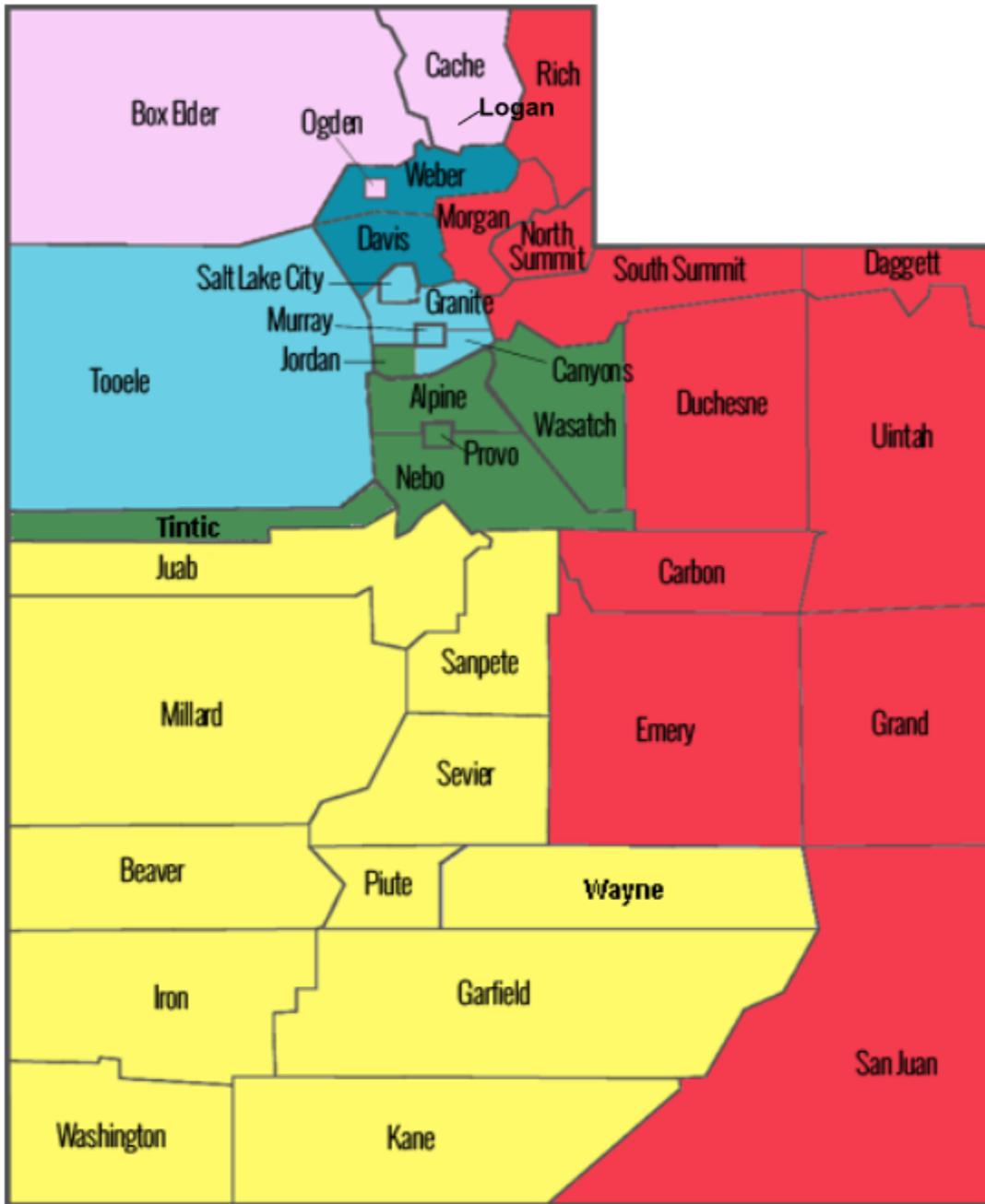
This document defines the assessment and consultation services provided to students with disabilities that fall between the ages of 3 and 22 by the local assistive technology teams and the school LEAs that serve them.

Assistive technology (34 CFR § 300.105 and R277-495) devices and services are defined by the IDEA 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.
3. 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.
 - 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.

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

Multiple Locations:
Charter Schools
Spectrum
USDB



The UATT Leadership Council is responsible for reviewing this manual annually and may amend the policies contained within as needed. Current Leadership members can be found [here](#).

UATT Leadership Council	
Teams Representing	
Cache Logan Box Elder Ogden	
Park City/Rich/Morgan/North Summit/South Summit Daggett/Duchesne/Uintah Carbon/Emery Grand/San Juan	
Juab/Sanpete/Sevier/Piute/Wayne Millard/Beaver/Iron Washington Kane/Garfield Charter School/Statewide	
Weber Davis Utah Schools for the Deaf and Blind - USDB Spectrum Academy	
Tooele Salt Lake City Granite Murray Canyons	
Alpine Jordan Provo/Wasatch Nebo	

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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 providing release time for appointed individuals to participate in UATT activities for a minimum of one day (seven hours) 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. Local 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 local UATT days and for UATT training when needed.
4. Reimbursing local UATT members' mileage for travel to and from local UATT activities related to providing FAPE.
5. Assisting with the maintenance and tracking of local UATT equipment
6. Providing long-term equipment as deemed necessary for the student by the IEP team.

B. Benefits for LEA

The UATT Project (UATT Central and Local UATT) 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 members to develop and maintain an inventory of assistive technology equipment that is loaned out on a trial basis.
5. Providing written reports of students that have been evaluated. Reports may then be used to make assistive technology considerations on the student's IEP under the area of Special Factors.
6. Providing local, regional, and national training opportunities for local UATT members to assist them in receiving credits towards licensure.
7. Preparing local UATT members to provide training to LEA personnel regarding the use of assistive technology.
8. Providing a state assistive technology conference every other year or as needed, for local UATT members, parents, and other professionals.
9. Providing access to regional and national assistive technology specialists, products, and vendors.
10. Providing access to UATT Central Personnel to assist with evaluations, and consultations as needed.

II. Roles and Responsibilities

A. The Utah State Board of Education (USBE)

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

1. Providing funds for equipment both at UATT Central and local UATT.
2. Providing professional development for ongoing training and conferences.
3. Providing support for district and charter schools.
4. Providing funds for 1 FT trainer and .5 Project Director.

A State Board of Education Staff Member supports the UATT Project by:

1. Providing suggestions and guidance to the UATT Leadership Council.
2. Providing a liaison between the USBE and the UATT Leadership Council.
3. Serving as a liaison between LEA, Special Education Directors, and the UATT Project.
4. Advocating for students with disabilities through the UATT Project.
5. Counseling and supporting UATT staff regarding USBE policies and procedures and project services.

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

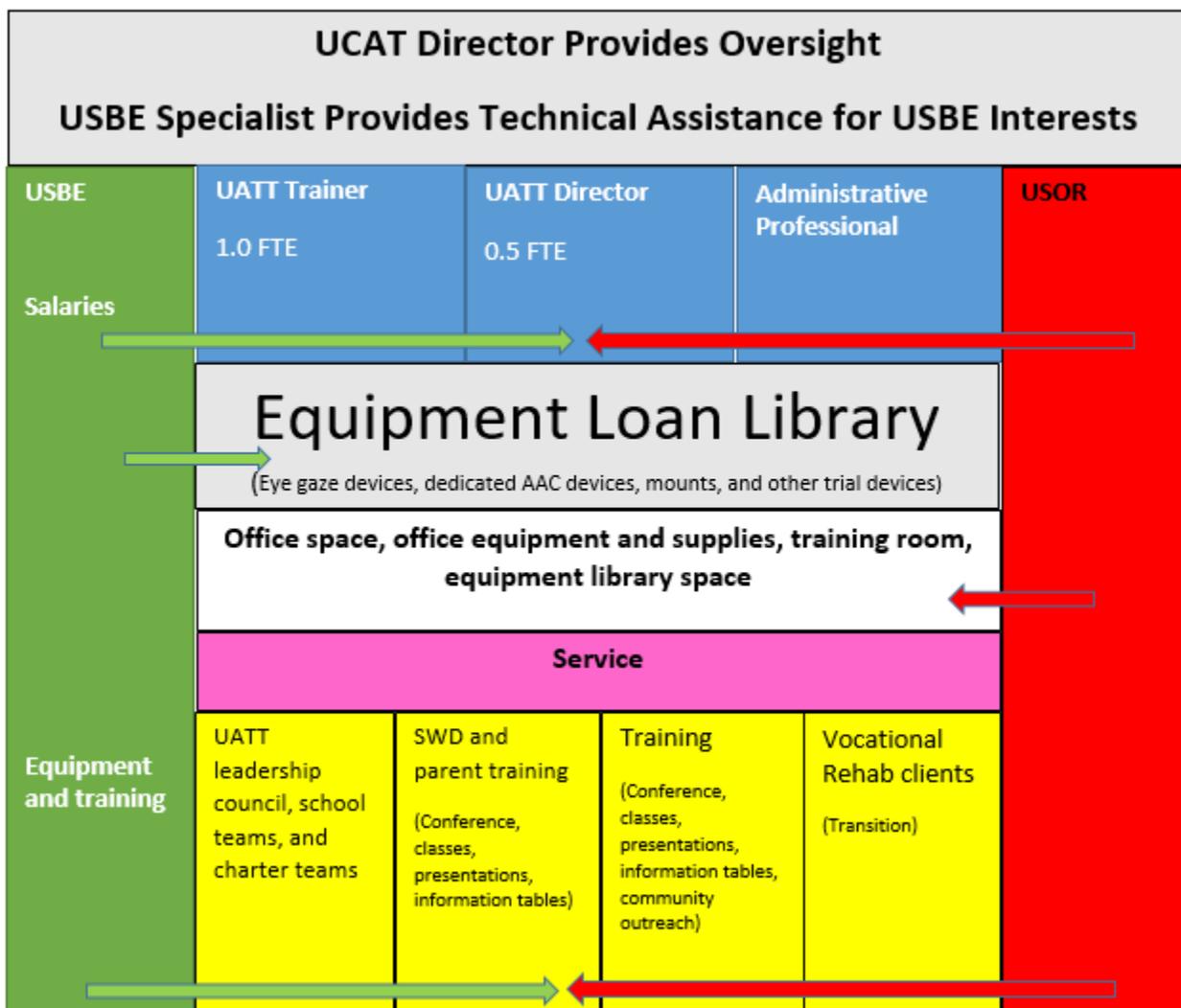
The Utah State Office of Rehabilitation and Utah Center for Assistive Technology supports the UATT project by:

1. Providing office space for UATT Central staff and equipment lending library, office equipment, IT support, and access to state vehicles.
2. Providing a .5 salary for the Project Director.
3. Providing an administrative assistant.
4. Providing daily oversight, supervision, and other administrative support.

C. The UATT Central Office Staff support the UATT project by:

1. Providing training, professional development, and support to local UATT members.
2. Assisting with assessments when requested by local UATT.
3. Suggesting equipment purchases for UATT Central Inventory and local UATT inventories.
4. Managing and maintaining inventory in the UATT Central lending library and orders new items approved by the UATT Leadership Council.
5. Conducting assistive technology assessments for students with disabilities in addition to local UATT assessments and provides a summary of results to local teams.
6. Writing and submitting the annual UATT Project Interagency Agreement, making new funds available by July 1st each state fiscal year.
7. Preparing team budgets for training and equipment.
8. Preparing the annual service report with the support of UATT Leadership Council members and Local UATT leaders.
9. Managing the UATT website, online resources, and social media.

Utah Assistive Technology Teams (UATT) Project



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

1. The Chairperson is assisting with the following as needed:

- a) Serving as a primary contact person with UATT Central, and UATT Leadership Council members.
- b) Overseeing assignments made to UATT Council members.
- c) Conducting/overseeing UATT Leadership Council meetings.
- d) Collaborating with UATT Central staff in preparing UATT Leadership Council meeting agendas.
- e) Fulfilling duties of UATT Leadership Council members as listed below.

2. Council Members are

- a) Reviewing and updating UATT Policies and Procedures Manual along with other procedures during the year, as needed.

- b) Suggesting and approving UATT Central Inventory equipment purchases and repair.
- c) Writing articles and finding resources for UATT social media and website.
- d) Collaborating on the year end survey.
- e) Assisting with planning, implementation, and assessment of UATT conference, and trainings.
- f) Considering and approving additional budget items.
- g) Serving as a contact for local UATT and UATT Leaders (assigned by region) by gathering and disseminating information, as needed.
- h) Working to maintain and approve Level III Competencies for local UATT members.
- i) Attending scheduled UATT council meetings and carrying out assignments.

E. Local UATT Leaders (must have Level III competency skills with 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 the provision of the requested services within 45 school days of receiving the referral.
 - b) Track student records, and reports.
 - c) Collect, organize, and account for team services to the UATT Leadership Council each year.
 - d) Order, 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.

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.

6. Work with and gain approval from LEA to fill vacancies for new UATT members.
7. Notify the UATT Central of team vacancies and submit letters for new team 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.

F. Local UATT Members:

1. Participate with other team members in providing assistive technology services for students.
2. Provide a minimum of one day (seven hours) of service or tasks to the local UATT per month either in-person or virtual.
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 tasks. 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(s), 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 III as outlined in Appendix C.
11. Attend trainings and other professional development to improve skills in the area of assistive technology.

III. Definitions

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 (AT) 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.
- f. Training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of such child.

DRC - Disability Resource Center or Accessibility Center The DRC works with individuals, faculty, and staff to ensure that students with disabilities can fully participate in University programs, services, and activities. The center helps individuals with disabilities overcome barriers that could otherwise limit their academic, professional, and personal potential.

DSPD - The Division of Services for People with Disabilities (DSPD) promotes opportunities and provides support for people with disabilities to lead self-determined lives by overseeing home and community-based services for more than 5,000 people who have disabilities.

DWS - Department of Workforce Services - We 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.

FERPA - The Family Educational Rights and Privacy Act is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

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.

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.

ILC - Utah Statewide Independent Living Council/Center We promote the full inclusion, independence and empowerment of people with disabilities through statewide advocacy, systems change, coordination, education, networking, resource development and enhancement of Independent Living services.

LEA - 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.

SETT - A framework based on the work of Joy Zabala -Student Environment Task Tool - that is a flexible tool that makes concerns, identification and solution-seeking processes accessible to all and is useful in all phases of decision-making and service delivery.

SWD - Student with Disability means a student, ages 3 through 21, evaluated in accordance with these Rules whose disability affects the student's educational performance and who, by reason thereof, needs special education and related services. (Rules I.E.46)(I.General Provisions 49. p 16)

UATT - Utah Assistive Technology Teams - The State of Utah is divided into 30 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.

UATT Central - We support and coordinate with multidisciplinary 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

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.

UPC - Utah Parent Center - The mission of the Utah Parent Center (UPC or Center) is to help parents help their children, youth and young adults with **all** disabilities to live included, productive lives as members of the community.

USBE - The Utah State Board of Education Special Education Section (USBES-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.

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.

VR - Vocational Rehabilitation - We support individuals with disabilities in obtaining competitive, integrated employment through professional vocational counseling and guidance, and through partnerships with employers, school districts, higher education and other agencies. We also serve Utah businesses by offering training on hiring individuals with disabilities and workplace accommodations.

IV. 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 obtain verbal approval from his/her LEA administration to serve on the UATT Leadership Council.
3. Each council member will serve a two-year term. Council members may serve an advisory role for an additional year or longer 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. If no Level III member is available, exceptions can be made if necessary.

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) All team members must be properly trained, supervised, and encouraged to advance in their competency levels.
 - d) Teams consist of up to seven 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.
 - f) All new members must be approved by the UATT Leadership Council.

2. Removal of a Team Member

A member may be removed from the local UATT at the discretion of the Special Education Director and local UATT leader. Some reasons may include:

- a) Failure to provide a minimum of one day (seven hours) per month.
- b) Failure to complete assignments.
- c) Failure to progress or maintain competency levels.
- d) Failure to demonstrate active commitment to the team.
- e) Mismanagement of equipment and resources.
- f) Failure to act ethically and responsibly.

V. Assistive Technology Services

AT Services (IDEA, 2004) are defined as any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. (34 CFR § 300.105 and R277-495)

A. Flexible and Dynamic Approach to AT Service Provision

Local AT teams design a flexible and dynamic approach to providing AT services that match the unique capacities of the local AT team and meet the needs of the LEAs they serve. Local AT teams should inform school teams of the services they can provide and how school teams can access those services. IEP teams are responsible for considering whether or not a student may need AT devices and services annually.

1. School teams are responsible for AT implementation
2. Local UATT may provide guidance to school teams in making AT decisions, when needed.
3. Local UATT may also assist school teams in obtaining needed resources, materials, and training that may not be available at school sites.

B. Types of AT Services

Types of AT services that AT Teams can provide include:

1. **AT Guidance:** Local AT teams can help IEP teams with:
 - g) AT decision making/consideration
 - h) Site based consideration of AT needs
 - i) Using existing resources
 - j) Writing AT in the IEP
2. **Training:** Local AT teams can provide in-person, or remote, training to teachers, staff, students, and families. They can also provide access to on-demand resources via District/Team websites, YouTube, etc..
3. **Consult:** Local AT teams can make themselves available to have informal conversations with school teams and families regarding student or site-based AT needs. These conversations can happen in person, virtually, or over email/text. Local AT teams can also observe students and classroom environments and discuss things the school team could try or the next steps the AT team could take.
4. **Obtaining materials and devices:** Local AT teams can help school teams obtain resources, materials, and devices. Whenever a device is provided to a school team for a short term trial, equipment should be tracked and the AT team should follow up with the school team about the device in a timely manner. (see UATT.org for sample equipment forms)
5. **Student AT Assessment:** Local AT teams should follow the guidance under the Recommended Student Assessment Procedures when conducting AT assessments. AT teams must obtain parent permission and follow timelines as outlined in the assessment section of this manual.
6. **Follow up:** Local AT teams should follow up in a timely manner with school teams regarding device trials and student progress to assess the effectiveness of AT implementation and provide guidance on any needed adjustments. Follow up may be conducted in person, virtually, or via email. It is recommended that local UATT contact information be provided at the following times: during consultation, assessment, delivery of device(s), and program adjustments.

C. Parent/Family Involvement

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, local 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's 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.

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

VI. Recommended Student Assessment Procedures

Step 1 - Obtain Referral

1. The school staff or parent will provide 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/504
 - d) Other pertinent information (i.e., medical information, media release form).
2. The referral is sent to the local UATT.
3. Referrals are prioritized by the local UATT members.

Step 2 – Pre-Assessment/Pre-Observation Tasks

1. The local UATT leader assigns a case manager from among the UATT members.
2. The local UATT case manager begins a log of contacts or paper trail.
3. The local UATT case manager schedules the initial assessment, pre-assessment, or observation(s). 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.

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 3 - Team Planning

1. The local UATT leader and case manager will determine the necessary team members needed who have the required areas of expertise to assist with determining the students assistive technology needs; i.e, OT, PT, SLP, etc.
2. A UATT meeting: conference call, phone call, e-mail, in-person, video call for pre-assessment by the local UATT leader or case manager is held prior to the assessment in order to:
 - a) Determine needs and decide the types of assessment needed utilizing the SETT framework.
 - b) Determine each team member's role and notify them prior to meeting with the student. (i.e. observation of the student, interview parent(s), interview teacher, set up equipment, make status notes, video, etc.)

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.

- c) Determine the equipment/materials needed and who will transport these items.
- d) Determine the date of the initial assessment/observation and set a schedule for the day.

Step 4 - Scheduling

1. The local UATT case manager should contact the student's teacher:
 - a) Request any missing and/or additional information needed.
 - b) Schedule visit and allow time following the assessment/observation for post assessment discussion if time permits, so AT trial can begin immediately.
 - c) Confirm date and time.
 - d) Arrange location/space within the student's school for the assessment.
 - e) Clarify what will occur during the assessment and who will participate.
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 or Observation Appointment

1. Prior to the scheduled assessment or observation, the local UATT case manager or designee 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/Observation

1. Local UATT members discuss the following the day of the assessment/observation:
 - a) Team members' assigned tasks the day of assessment/observation.
 - b) Student information, IEP, recent testing was reviewed.
 - c) Tools/equipment arrived.

2. Conduct student observation and collect data using the SETT Framework. See Appendix A

Step 7 - Post Assessment Local UATT Meeting

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.

1. Brainstorm solutions:
 - a. Determine if assistive technology is necessary for student progress toward the goals in the IEP or to participate successfully in the educational environment.
 - b. Add information from all key team members including parent, teacher, related services, and other interested school team members.
2. Begin student trial with assistive technology products, remember:
3. Collect notes from team members taken during the assessment/observation to be used for writing the "final report." Document the team members who participated in the assessment.

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 utilizing the SETT framework.
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 local UATT case manager should keep a copy of the status notes for the team records and 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.
9. Provide the parents and members of the IEP team with the case manager's contact information and conclude the visit.

Step 9 - Reporting

1. Complete the "formal" report within two weeks of the completed assessment.
 - a. Include: 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
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 the student's file. Reports can be distributed by the UATT member, or school case manager.
3. If follow-up visits are conducted after the formal report has been completed, follow-up notes may be provided to the IEP team and kept in UATT files.
4. Document each contact in a follow-up note.

Step 10 - Follow-up

The local UATT case manager works with the local UATT leader to:

1. Schedule additional visits with the student, IEP team members, or parents.
2. Determine which local UATT members will participate in the follow-up visit. UATT Central staff members may be available to provide follow-up services.
3. Provide the IEP team with follow-up notes after each local UATT visit.
4. Complete and store files and equipment records for each student.
5. Maintain periodic contact (at least once per year) with the parent and the student's case manager.
6. Follow up when the student transitions from school to school to ensure AT devices and services are supported.
7. Attend IEP meetings, when invited, to provide technical information about assistive technology devices and services.
8. Provide additional support to the student and school team if concerns or questions arise to support implementation, as needed or requested.

VII. UATT Public Relations Activities

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.

1. Inform stakeholders (parents, educators, community members, case managers, students, UATT Members, LEAs, etc.) of available workshops, training opportunities, and open houses.
2. Share AT information and resources on social media.
3. Share and celebrate AT student and staff success stories with stakeholders.
4. Increase awareness of local UATT by reporting AT needs and successes with Special Education Directors and other district departments and administrators.
5. Conduct ongoing public relations activities with LEA administration, School IEP Team(s), and parents.
6. When possible, conduct outreach with potential funding/donation sources.

VIII. 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 (AT), should initially receive AT devices 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 devices and services, may be made. ([Out-of-State Transfer Student Checklist \(USBE Rules III.C.2\) p55 Form 18a](#))

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 will transition with the student, and/or if additional assistive technology is needed in the new environment. With this in mind, the UATT Leadership Council highly encourages all teams to follow the guidelines listed below:

Part C (Birth to 3) to Part B (3-5) Transition

Review assistive technology (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, make plans for the receiving LEA to provide similar AT devices. While AT devices the student uses in the new environment do not need to be the exact same devices 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 description of the AT to the student's IEP.

IEP teams should also consider: [\(III.M. ASSISTIVE TECHNOLOGY \(34 CFR § 300.105 and R277-495\) p67\)](#)

- Additional AT devices that might be appropriate for the child.
- Who is responsible for maintenance of the AT.
- 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 a Special Factors 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 local UATT, the assessment procedures outlined in the UATT Policy and Procedures Manual should be implemented.

Post-Secondary Transition (18-22)

The IDEA requires that transition services are included in the IEP when a student is age 14. Therefore, when a local UATT provides an assessment, follow-up services, or ongoing support for a student aged 14 or older, the team must consider the transition needs of that student.

[\(VII.B. TRANSITION SERVICES—SCHOOL TO POST-SCHOOL. 1. Purpose \(34 CFR § 300.1\). p125\)](#)

Assessment-

In assessing the student's Assistive Technology (AT) needs in the transition process, the local 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?
- Can the student access, transport, and store their AT device(s) in all environments (school, home, job site, community, etc.)?
- Are there new environments (i.e., PE class, lunchroom, hallway, extra curricular activities, community, home, and job site, transportation) where additional AT would help a student be successful?
- Does the transition plan in the IEP 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, the Division of Services for People with Disabilities, or disability resource centers at post-secondary educational institutions?

Parent/Family Involvement-

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, local 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's 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.

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

Training-

Local 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. The Utah State Board of Education includes this resource

- [Special Education Accessibility, Accommodations, and Assessment](#)

AT resources outside the school system in your area and nationally may include:

- [Ability Found](#)
- [Division of Services for People with Disabilities](#) (DSPD),
- [Independent Living Center](#) (every ILC in Utah has an AT Coordinator),
- [Utah Assistive Technology Program](#) (UATP) including the Assistive Technology lab and locations across Utah through Utah State University
- [Utah Center for Assistive Technology](#) (UCAT),
- [Utah Parent Center](#) (UPC),
- [Utah Family Voices](#) (a program of the Utah Parent Center) and other volunteer agencies or groups in the area.
- [Vocational Rehabilitation](#),
- ASHAWire [5 Questions to Guide Post High School Transition Goals](#)
- [Center for Employment and Inclusion](#)
- Disability Resource Centers (DRC), or Accessibility Centers, in colleges and universities
- [Job Accommodation Network](#)
- [OCALI Assistive Technology Modules](#)
- 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),

- [QIAT](#) Quality Indicators for Assistive Technology Services
- [QIAT-PS](#) - Quality Indicators for Assistive Technology - Post Secondary,
- Vendors of assistive technology
- Community Technology Centers, technology courses in your school LEA or Adult Education Program,

Funding-

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. There may be other times when the AT is needed after a student leaves school and the equipment is not able to be used after their time in school.

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 Centers](#),
- [Vocational Rehabilitation](#),
- [Division of Services for People with Disabilities](#) (DSPD),
- [Utah Assistive Technology Program](#) financing (UATP),
- 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.
- Contact UATT/UCAT for additional funding options
- [ASHA Funding for Communication Services and Supports](#)
- [ATIA Resources Funding Guide](#)
- Other foundations and other sources could be explored.

IX. AT Considerations/ Consideration of Special Factors

IEP teams are required to consider special factors at every IEP meeting. These special factors include whether or not a student requires assistive technology devices and services to receive FAPE. 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. ([Special Education Rules, published by the Utah State Board of Education, Revised August, 2020 p.61-63.](#))

When considering whether the student needs assistive technology devices and services to receive FAPE:

1. IEP teams determine AT is needed and mark it in the Special Factors Section of the IEP in one or more of the following areas: reading, writing, communication, alternative access and/or other.
2. IEP teams determine AT is NOT needed and mark it as not needed in the Special Factors Section of the IEP.

If IEP teams determine that a student needs a particular device or services for educational purposes (including an intervention, accommodation, or other program modification) in order for the student to receive FAPE, then the IEP teams must include a statement to that effect in the student's IEP, and mark AT is needed in the Special Factors Section of the IEP.

[Assistive Technology Considerations Flow Chart](#)

[USBET AT Considerations Document](#)

Additional information about assistive technology consideration can be found on the UATT website under the [Forms tab](#).

Appendix A

Letter for New UATT Members

Dear UATT Leadership Council,

I would like to propose that _____ serve as a member of the local UATT in this area. _____ will replace _____ on the team. In support of their assignment on the local UATT, I will provide them with a minimum of one day a month (two to four days each month are encouraged) where they will be excused from their regular LEA assignment to participate in local UATT service related to the provision of FAPE:

Attending training to become an assistive technology (AT) specialist and a resource on AT needs for our LEA.

Conducting AT assessments for students who have been referred to local UATT.

Conducting follow-up services for students who have previously been assessed 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 local 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 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 B

UATT Team Inventory Equipment Policy

Teams are given a budget to purchase equipment that is kept onsite at each team location. Budgets range from \$1,500 to \$15,000 based on the student population of the district(s) in which they serve. All requests to purchase equipment must go through UATT Central in order to provide the correct purchasing procedures in compliance with State Purchasing rules and the administration of Department of Workforce Services (DWS), Utah State Office of Rehabilitation (USOR) in which the UATT program is housed.

Local team inventory is designed for assessment and trial purposes. Team Inventory will have a check out period and will be based on assessment needs. Local UATT will be responsible to maintain their own inventory system and track their equipment. Finally, local UATT teams will be responsible to surplus their own equipment following the policies set by their own districts.

Students' personal devices being brought to school for use will be handled on a case by case basis. A conversation should take place between the school and the student and their family to address how any damage done to the device would be handled. Each school district will need to make their own personal policy on how to handle student devices being brought and used in the school district. Please feel free to contact UATT Central for additional guidance in this area.

UATT Central Inventory Equipment Policy

Items in the UATT Central inventory are purchased for assessment and trial purposes. Local 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 local 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 with UATT Central. If equipment has been requested by another local UATT member after 30 days, it should be returned to UATT Central as soon as possible.

Local UATT members should not exchange the equipment with the requesting local 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 local UATT member. There may be exceptions to how equipment is transferred between teams. Please call UATT Central for details.

When local 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 local 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 Central funds.

When a local UATT team member returns equipment with confirmed missing parts, the local 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 local UATT team equipment budget will be reduced to cover the cost of the replacement parts.

Local 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 Project grant, that equipment is also owned by USBE. 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 local UATT team leaders may consult with Special Education Directors to ensure local 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 and evaluation support by assistive technology specialists for the purpose of assessing the assistive technology needs of their students. Charter School IEP teams may request a consultation or evaluation for students. The Charter Assistive Technology Team will meet with the school team to evaluate students' needs, provide assistive technology recommendations, and provide assistive technology training if needed. 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 with funds from their Charter District/School. Please contact the Assistive Technology Team for information and support.

[CHaTT](#) for charter schools across the state

[Spectrum Academy Charter UATT](#)

Appendix C

Travel Policies

From time to time, you may have to travel for your UATT Central training and events. It is possible to be reimbursed for some of these activities. All travel must be preapproved to be considered for reimbursement.

Lodging and meals:

Lodging and meal reimbursement will follow the rules set in place by [State Travel Policy](#) and will change as policy changes within the state.

<http://apps.finance.utah.gov/nxt/gateway.dll?f=templates&fn=default.htm&vid=nxtpub:app1>

If you are unsure how to ensure you get the state rate, contact UATT Central at [801-887-9380](tel:801-887-9380).

Mileage:

The state reimbursement rate for private vehicles is paid at the current state rate. 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

Submitting for Reimbursement:

After travel is completed, contact UATT Central for guidance on completing needed paperwork. Please gather all receipts and submit them with paperwork to expedite reimbursement.

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

Local UATT Competency

UATT competency levels are a systematic and objective method to promote skill development among active UATT members, and to keep their knowledge of AT and best practices up to date. This allows UATT to assist IEP teams in providing FAPE. *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 changes should be submitted by the end of May to UATT Central.

The UATT Competency Checklist

Name: _____

Date: _____

Team: _____

It is the responsibility of the local UATT Team Leader to maintain a copy of team members competency levels. You may occasionally be asked to submit copies of this form to UATT Central or to an LEA.

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 or III.

- Become an appointed local UATT member, and receive new member training through UATT Central.
- Complete and submit the New Member Form, including signatures of LEA (Special Education Director).
- Read the UATT Policy and Procedures manual.
- Demonstrate or explain the assistive technology assessment process to your team leader.
- Familiarize yourself with the use of the AT forms used by your local UATT and/or in the *UATT Policy and Procedures Manual*.
- Take an active part in a local UATT assessment and prepare one acceptable report of a local UATT evaluation or follow-up.

Level II

Level II competencies may be passed off by UATT Central staff, UATT team leaders who are Level III, 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 built-in accessibility features of Macintosh, Windows, or Chromebook.

1	
2	
3	

- Three computer/tablet access devices such as: eye gaze, head mouse, adaptive keyboards, stylus, switch interfaces, and mounting equipment.

1	
2	
3	

- Use of four assistive technology tools such as: word prediction, speech recognition, text to speech, symbol generating software, reading pens, pencil grips, slant boards, or any tools related to students accessing FAPE.

1	
2	
3	
4	

- Four accessibility features in a tablet device.

1	
2	
3	
4	

- Mentoring another team member to achieve Level 1 competency.
 Familiar with SETT process
 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 with a local UATT to obtain Level III (exceptions must be approved).
- Must complete 20 hours of training specific to assistive technology every 2 years. Training can include UATT conference, webinars, individual team training and other.

Demonstrate competencies in six or more of the following areas:

- Actively participate as leader in five separate local UATT activities, including, but not limited to:
 - Facilitate an assessment/follow up meeting
 - Write assessment/follow up reports
 - Schedule meetings
 - Consult with school teams
 - Student Observation
 - Support implementation
- 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.
- Assist and manage team equipment including check out, return, maintenance and year-end inventory.
- Discuss the requirements of IDEA/ADA by reviewing the Utah Special Education Rules related to assistive technology and the IEP/504 process.
- Communicate with district administrators regarding local UATT activities related to providing FAPE to students (success stories, assessments, follow-up visits, training provided, etc.).
- Provide training to school staff and/or families on assistive technology process, policy, and/or use.
- Demonstrate an understanding of funding procedures and resources for an AAC device or other assistive technology system.
- Implementation of app, extensions, programs or other tools that are appropriate for 3 of the following:
 - Students with physical disabilities.
 - Students with print disabilities.
 - AAC users.
 - Students with Autism Spectrum Disorder.
 - Students with visual impairments.
 - Students with learning disabilities.

- Students with hearing impairments.
- Mentor another team member to achieve Level 2 competencies.
- Demonstrate understanding of when/how to use assistive technology to make curriculum accessible to all students.

UATT Data Collecting

Year-end data is collected from each team member and the member is asked to fill out a survey for two students that they evaluated during the school year. Year-end data is collected through a Survey Monkey sent to each individual team member with a link to the survey. This data is then compiled into an annual report and distributed to participating partners.

Personally identifiable student information, when used through email, should include initials or first name last initial. Personally identifiable student information data will be kept safe, private and follow federal and state standards and laws, including Family Educational Rights and Privacy Act (FERPA), to maintain student data security and privacy.

1. UATT Team Member name
2. Which AT Team are you a part of?
3. Which grade is the student?
4. What is their IEP/504 disability classification?
5. Please give a brief description of support provided for the student.
6. What AT device(s)/service(s) were provided this year?
7. How many estimated total team hours were spent serving this student this school year?
8. Is the AT being used to support the specific IEP goal(s) or 504 accommodations?
9. How much does the UATT Team and the IEP/504 team feel the AT devices and services helped this student achieve their IEP/504 goal this year?
10. If the answer to the previous question is minimal to no progress, please provide feedback as to why.
11. Please denote the ethnicity of the student as they identify.
12. Optional (although highly encouraged): Please provide a full write up for this student that can be used as a success story. Please do not include any identifiable information. This is extremely useful for us to gather to show specific success stories of the great work our teams and students are accomplishing. Suggestions of information to include; student grade, disability, struggle or limitation, how the team worked with the student to obtain success, device(s) implemented, detail regarding how the student was performing before meeting with the team and after device(s)/service(s) were implemented.

* Data questions are sampled from the 2022 End of Year Survey.