ICAM & AEM Basics

Determining the Need for AEM

Members of the CCC must determine whether a student needs accessible formats in order to participate in and benefit from the general curriculum. Possible questions to ask:

❖ Can the student **decode** letters/words and read with **fluency** at or near grade level?

❖ Can the student **see** the material?

❖ Can the student physically manage the material: can they hold a book, turn pages, maintain good positioning?

❖ Can the student sit upright and stay alert for required time periods with sufficient stamina?

If the answer to any of these questions is "no" then the student may need AEM. In order to receive AEM the student must have:

(1) an IEP and
(2) documentation of a print disability by a recognized competent authority on file with the school district (NIMAS ICAM Form 4).

Steps for Acquiring AEM

❖ Ensure your school corporation has active Digital Rights Managers (DRMs) to register students and teachers and to order materials. DRMs are appointed by the school Superintendent or the designee. Each corporation should have at least 2 and up to 5 active DRMs to meet the needs of students.

❖ Select the accessible format(s) needed by the student: digital, audio, braille or large print.

❖ Determine if Assistive Technology (AT) is needed to ensure success.

❖ Consult a PATINS Specialist for AT training for students, teachers, aides, parents.

❖ Consult the Indiana Education Resource Center (IERC) for support on braille, large print, and tangible aids and equipment. The IERC is responsible for the APH Census in Indiana.

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Who is considered a Competent Authority?

Educators, school psychologists, and certified reading specialists, doctors of medicine, doctors of osteopathy, ophthalmologists, optometrists, registered nurses, therapists, and professional staff of hospitals, institutions, and public or welfare agencies, e.g. social workers, counselors, rehabilitation teachers and superintendents

Who is responsible for requesting source materials from the NIMAC?

This is the school's responsibility. Appropriate Language **must** be included in the school's purchasing contracts with publishers. The law regulates schools, not publishers.

Sample Contract Language

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What does the law require?
The IDEA 2004 Sec. 300.172 Final Regulations require that LEAs ensure that **textbooks** and **related core instructional materials** are provided to **students with documented print disabilities** in **accessible formats** in a **timely manner.**

How are textbooks and related core materials defined?
Textbooks are learning materials that were written and **published** primarily for grades K – 12 instruction and are required by LEAs for use by students in the classroom. **Related Core Materials** may include workbooks published with textbooks, and required supplemental reading, such as novels. According to the Office of Special Education Programs (OSEP), **published** means "available for purchase".

Which textbooks and related core materials are covered by IDEA 2004?
Materials published after July 19, 2006, when the final regulations officially took effect. States were granted 2 years to fully implement the law.

Which students may use these materials?
The Case Conference Committee (CCC) must determine that the student requires accessible formats in order to participate in and benefit from the curriculum, based on one of the following:

❖ student has an IEP due to blindness or other visual impairment;
❖ student has an IEP due to a physical limitation that impairs their ability to access standard print material;
❖ student has an IEP due to a reading difference that may affect their ability to decode, read with fluency, comprehend, or a combination of these, which renders them unable to read print to the same degree as a *typical* reader. Also, this type of reading difference is not the result of insufficient instruction or of not being exposed to a literacy-rich environment. In this case the most frequently identified reading difference is dyslexia.

What is "timely manner"?
This term is regarded to mean "**at the same time**" that other students receive their print instructional materials.

> ## The provision of AEM is not a suggestion.
> ## It's a Mandate.

What is the ICAM?
The **I**ndiana **C**enter for **A**ccessible **M**aterials was appointed by the IDOE through the **PATINS Project** to provide support to Indiana LEAs in meeting the **NIMAS** Regulations of the IDEA 2004.

What is AEM?
Accessible Educational Materials.

What is NIMAS?
The **N**ational **I**nstructional **M**aterials **A**ccessibility **S**tandard, which uses XML files that can be transformed into student-ready accessible formats of print instructional materials.

According to IDEA 2004, what are the accessible formats?

Braille	Large Print
Audio	Digital Text

Accessible formats must provide the same information as the print material in the general curriculum.