

SPECIAL CONSIDERATION FACTOR: NEED FOR ACCESSIBLE EDUCATIONAL MATERIALS (AEM) / CHAFEE QUALIFICATION  
ICAM/IERC NIMAS FORM 1  
\*\*\*CONFIDENTIAL\*\*

**STUDENT INFORMATION:**

First Name: MI: Last Name:  
STN: Date:

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**DECISION MAKERS: CASE CONFERENCE COMMITTEE MEMBERS:**

The IEP team has considered whether or not the student requires accessible formats of standard print material. Consideration includes one of the following:

Student receives special education services as a student with a visual impairment and requires accessible formats to access the curriculum.

- Yes
- No

**Furthermore, the CCC certifies that a determination of large print accessible format is based on the student's need to access the curriculum and may be used for ILEARN, as stipulated in the accommodations section of the IDOE/ILEARN Accessibility and Accommodations Guidance Manual. Accommodations must be documented formally in the student's Individual Education Plan (IEP) (p.15).**

Student receives special education services as a student with a physical limitation that impairs his/her ability to access standard print material and requires accessible formats to access the curriculum.

- Yes
- No

Student receives special education services as a student with a reading disability and requires accessible formats to access the curriculum.

- Yes
- No

The Indiana Department of Education defines a reading-based disability as follows. A reading-based disability may affect a student's ability to decode, read with fluency, understand text that is decoded, or a combination of these. Having a reading-based disability means that there is strong evidence of the persistence of the disability despite intensive, targeted instruction. There should be documentation of the interventions used and formative assessment data on the effect of each intervention. Evidence of a reading-based disability should have been documented in grades K-2 and reflected in such difficulties as difficulty learning letters or letter sounds, difficulty in learning sight words, and difficulty in phoneme blending.

If the response to any of these considerations is yes, there must be certification by a certified authority, documenting that the student has a Print Disability that prevents the student from reading standard print.

Please note that certified authority is defined to include doctor of medicine, doctor of osteopathy, ophthalmologist, optometrist, psychologist, registered nurse, therapist, and professional staff of hospitals, institutions, and public or welfare agencies (such as an educator, a social worker, caseworker, counselor, rehabilitation teacher, certified reading specialist, school psychologist, superintendent, or librarian).

**Educators, school psychologists, and certified reading specialists are now among the professionals authorized to certify students with reading disabilities.**

**Student is eligible for Chafee qualified services.** Check if the response to any of the considerations on page 1 is "Yes".

A student will be eligible to receive formats from the ICAM/NIMAC when the Certified Authority's signature is obtained on [ICAM/IERC NIMAS Form 4](#) ELIGIBILITY AND CERTIFICATION OF ACCESSIBLE MATERIALS. During student registration in the ICAM Ordering System, the DRM (Digital Rights Manager) will confirm the student's qualification. Then, the DRM will add the completed Form 4 to the student's permanent file/upload to the Indiana IIEP system.

The CCC should be aware that if the ICAM is not able to obtain needed AEM from any of their sources for a Chafee Qualified student, the SEA is obligated to provide those from another source in a timely manner.

**Student is not eligible for Chafee qualified services.**

The Case Conference Committee may determine the student will benefit from specialized formats due to inefficient use of print, but is not Chafee Qualified. In this case, the SEA is still obligated to provide the accessible format(s) of print instructional materials to the student in a timely manner. Please contact the ICAM staff for guidance.