Minnesota Department of Education

Coordination with the National Instructional Materials Access Center (NIMAC) and Access to Accessible Instructional Materials (AIM)

The Minnesota Department of Education (MDE) has made the decision to coordinate with the (NIMAC). Local education agencies (LEAs) are asked on an annual basis to submit assurances to MDE on whether they will coordinate with the NIMAC. This information is collected by the agency.

Steps in providing access to curricular materials for students:

1. The Individualized Education Program (IEP) or 504 team determines if student needs curricular materials in an alternate format in order to receive a free, appropriate public education.

    a. For students who are blind or have visual impairments, consider the use of a tool like the Learning Media Assessment, conducted by a teacher of blind/visually impaired.

    b. For students with other print or reading disabilities, the AIM Navigator is a free tool that facilitates the process of decision-making around accessible instructional materials for an individual student. The four major decision points in the process include: 1) determination of need; 2) selection of format(s); 3) acquisition of formats; and 4) selection of supports for use. The AIM Navigator includes guiding questions, information that informs decision-making and useful resources for each decision point. The AIM Navigator creates a summary report of decisions made with the tool along with any supporting information entered and an optional to-do list of action items. Both the summary report and the to-do list can be printed or saved to a local computer. View the AIM Navigator online at http://aim.cast.org/experience/training/navigator.

    c. Ensure that the student has the necessary skills to use accessible formats.

    d. Ensure that the student has access to appropriate technologies to use the accessible formats in critical environments.

    e. Ensure that family and school staff have adequate knowledge to support the student's use of accessible materials and necessary technologies to support use.

2. Determine if the curricular materials necessary for that student are available in the necessary format.

    a. Has the school purchased curricular materials that are accessible or have accessible options?

    b. If the materials available in the school are not accessible, develop a plan to obtain accessible materials.

i. Determine if the student qualifies as a student with a print disability.
ii. Determine if the student qualifies for files from the NIMAC. (Students must have both a print disability as determined by competent authority and an IEP.)
iii. Check the NIMAC to see if the core instructional materials are available. It is best to search by ISBN.
    1. If the materials are available in the NIMAC, contact an Authorized User to obtain the book and convert it to the needed format.
    2. Authorized users in Minnesota include: *
        a. Bookshare.org
        b. Recordings for the Blind and Dyslexic (RFB&D)
        c. Communications Center — State Services for the Blind
        d. Minnesota Department of Education — Kursten Dubbels, Joan Breslin-Larson or Kristin Oien
iv. If core instructional materials are not available from the NIMAC, or if the student does not qualify to receive files from the NIMAC, the school is still obligated to provide the accessible materials.
    1. The publisher may be able to provide a file to be used to develop an accessible format.
    2. The district may need to develop accessible formats, following the requirements of copyright law.

3. Provide the materials to the student in a timely manner. This is interpreted to mean as at the same time as the student's peers.

* A document listing the federally funded accessible media producers can be found online. View the document at http://aim.cast.org/sites/aim.cast.org/files/AMPSurveySummary7.1.10.doc