

ACCESSIBLE INSTRUCTIONAL MATERIALS (AIM)

What Can a Local District Do?

1. Local Education Authorities (LEAs) should indicate on their annual assurances to the Minnesota Department of Education that they provide instructional materials to students who are blind or have other print disabilities in a timely manner.
2. The Individuals with Disabilities Education Act (IDEA, 2004 Reauthorization) requires LEAs to ensure that all students with disabilities who require AIM receive these materials in a timely manner. Students with disabilities on Section 504 plans are covered under the Chafee amendment.
 - a. AIM refers to textbooks, core-related instructional materials, and all other printed materials developed for educational purposes for students (K-12)
 - b. "Timely manner" is defined as "at the same time as non-disabled peers receive their textbooks and core related instructional materials."
 - c. AIM can be rendered in four specialized formats: Braille, large print, audio, and digital text.
3. IDEA also requires that LEAs who purchase textbooks and core-related instructional materials must require publishers/vendors in their purchasing agreements to send a National Instructional Materials Accessible Standards (NIMAS) File set of the textbook(s) to the National Instructional Materials Accessible Center (NIMAC). In addition, the district should:
 - a. Maintain a textbook for all students,
 - b. Ask the publishers if specialized formats are available for purchase, or
 - d. Negotiate with the publisher for the rights to make specialized formats.
4. Consider Identifying a Digital Rights Manager (DRM) for the district who can do the following:
 - a. Guarantee that the materials are being provided to and used by qualified students
 - b. Work with the Authorized Users as identified by Minnesota to assign file from the NIMAC to accessible media producers (AMPs) to obtain textbooks and core-related instructional materials in specialized formats for eligible students under the Copyright Act, as amended (Chafee Amendment)
 - c. Work with the district textbook adoption committee.
 - d. Serve as a member of the IEP or Section 504 Team, when appropriate.
 - e. Work with the LEA to obtain appropriate specialized formats for students.
 - f. Keep accurate records about:
 1. Certification of student eligibility.
 2. What materials have been ordered and when they have been provided to which students.
 3. Persons who have signed off that they understand that specialized formats are provided for use by a particular student who is qualified to receive the formats.
 - g. Documentation of appropriate storage and destruction of accessible instructional materials after use or at the end of the school year.