

Suggested National Instructional Materials Accessibility Standard (NIMAS) Purchase Order / Contract Language

Districts are responsible for directing publishers to submit the NIMAS fileset to the National Instructional Materials Access Center (NIMAC). Unless this action is taken, there is neither an obligation for the publisher to submit a file to the NIMAC, nor will there be any guarantee that the fileset will be available for the school when it is needed. It is recommended that all textbooks ordered by the district include the contractual language to submit a fileset whether the district anticipates a student needing access to it or not. Note that there is no additional charge to the local school districts. The following paragraph may be inserted in textbook purchasing contracts.

“By agreeing to deliver the materials marked with "NIMAS" on this contract or purchase order, the publisher agrees to prepare and submit, on or before ___/___/_____ a NIMAS fileset to the NIMAC that complies the terms and procedures set forth by the NIMAC. Should the vendor be a distributor of the materials and not the publisher, the distributor agrees to immediately notify the publisher of its obligation to submit NIMAS filesets of the purchased products to the NIMAC. The files will be used for the production of specialized formats as permitted under the law for students with print disabilities. Please note that the delivery of print versions should not be delayed in cases where the NIMAS fileset has yet to be validated and cataloged by the NIMAC. For additional information about NIMAS, please refer to <http://nimas.cast.org>. For additional information about the NIMAC, refer to <http://nimac.us> . We would also be interested in learning about accessible versions of your instructional materials that may be available for purchase to support students with print disabilities who do not qualify for specialized formats created with files available from the NIMAC.”

What Districts Could Think About in Choosing Textbooks:

Local Education Agencies (LEAs) are also required to ensure that students with print disabilities who may not qualify for files from the NIMAC are provided with accessible instructional materials. Preference in selecting text materials could be given to publishers that are able to provide instructional materials in both print and accessible digital formats, to include all of the materials' text and images.

Ask publishers to respond to the following questions when purchasing textbooks and core related instructional materials.

- Are you able to provide fully accessible* digital formats for purchase?
- Do these digital formats include all of the images that appear in the textbooks?
- Which digital formats are available for purchase (such as html, tagged PDF, etc.)?

- How are the digital formats delivered (on CD, by download, by Web access, etc.)?
- Do any of the accessible formats include additional learner supports **?
- Do you recommend a player for your digital formats?
- Is the user interface of the player accessible?
- If the instructional materials are not available as accessible digital formats, do you provide permission for LEAs to create their own accessible versions for students with print disabilities?

* What is meant by “fully accessible?”

- All text is digital and can be read with text-to-speech, modified with regard to font size and navigated by unit, chapter, section and page number (or other appropriate segments).
- Images include alternate text and long descriptions when appropriate.
- Math equations are provided as images with alt text or in the content file using MathML.
- Content reading order, levels and headings are determined by publisher tagging.

** What is meant by “additional learner supports”?

- Table of contents with links to appropriate location within the body of the text.
- Vocabulary supports with links to a glossary.
- Comprehension supports such as prompts and scaffolds for applying reading strategies.
- Optional highlighting of critical features such as big ideas within the content.
- Opportunities to interact with the content.
- Embedded prompts, hints and models to support responding by learners.

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