Accessible Instructional Materials for Students with Disabilities in Virginia

AIM-VA Resource Manual
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Section I: Introduction

This section explains the concept behind the Accessible Instructional Materials for Students with Disabilities in Virginia (AIM-VA). It includes the following topics:

- Purpose of this Manual
- Background
- Definition of Accessible Instructional Materials
- Definition of NIMAS
- Definition of NIMAC
- LEA Requirements and NIMAC
- Summary of IDEA Legislation
Purpose of this Manual

The purpose of this manual is to provide information to Virginia’s schools on the acquisition and use of accessible instructional materials for students with print disabilities. It will also serve as a guide regarding how Virginia will be implementing federal NIMAS regulations under the Individuals with Disabilities Education Act (IDEA).

Background

For many students with print disabilities, the limitations of print materials create barriers to access, and therefore to learning. Following the passage of IDEA in 1997, it has become essential that all students have access to the general curriculum, and thus to the print materials of which it is composed.

Different challenges are experienced by students who cannot see the words or images on a page, cannot hold a book or turn its pages, cannot decode the text or cannot comprehend the syntax that supports the written word, and they may each require different supports to extract meaning from information that is “book bound.” For each of them, however, there is a common barrier - the centuries-old fixed format of the printed book.

In 2004, Congress passed amendments to IDEA that was designed to improve the production and dissemination of educational materials to students with print disabilities. These amendments outlined a new process for overcoming some of the barriers created by traditional print materials. Based on these new federal requirements, the Accessible Instructional Materials Center of Virginia (AIM-VA) will be the new resource for Virginia educators to request alternate formats of educational materials for students with print disabilities. These educational materials will be created in alternate formats to meet the unique learning needs of students with print disabilities.

Definition of Accessible Instructional Materials

Accessible instructional materials are printed textbooks, printed core materials, and other educational materials that are converted to alternate formats (Braille, Large Print, Electronic Text, and Audio Recordings). These materials are written and published primarily for use in elementary and secondary school instruction and are required and requested by a local education agency (LEA) for use by students with print disabilities in the classroom. Any student eligible under the Copyright Amendment of 1931 (Chafee Amendment) and who has an IEP indicating the need for alternate formats of text in Virginia may be eligible for Accessible Instructional Materials. In some instances AIM-VA may not be able to process a request and individual teachers may have to adapt materials themselves.
Definition of NIMAS (National Instructional Materials Accessibility Standards)

NIMAS is a technical standard used by publishers to produce source files (in XML) that may be used to develop multiple specialized formats (such as Braille or audio recordings) for students with print disabilities.

The source files are prepared using Extensible Markup Language (XML) to mark up the structure of the original content and provide a means for presenting the content in a variety of ways and styles. For example, once a NIMAS file set has been produced for printed materials, the XML and image source files may be used to create Braille, large print, HTML versions, Digital Accessible Information System (DAISY) talking books using human voice or text-to-speech, audio files derived from text-to-speech transformations, and more.

The separation of content from presentation is an important feature of NIMAS. In most cases, the source files need to be enhanced to provide additional features needed by diverse learners. The various specialized formats created from NIMAS file sets may then be used to support a very diverse group of learners who qualify as students with print disabilities. It is important to note that most elementary and secondary educational publishers do not own all of the electronic rights to their textbooks and related core print materials. A copyright exemption allows them to deliver the electronic content of a textbook and the related core print materials to the National Instructional Materials Access Center (NIMAC), a national repository which began operations on 12/3/06, as long as the publishers possess the print rights.

Definition of NIMAC (National Instructional Materials Access Center)

The NIMAC is a central repository that will contain NIMAS files. It will have an automated system for allowing publishers to deposit NIMAS files within the repository. The NIMAS files will be checked to confirm that they are valid NIMAS files, and will be cataloged into a web-based database. Those who have been authorized for access will have user identifications and passwords. These authorized users will be able to search the NIMAC database and directly download the file(s) they need to convert to accessible instructional materials for those students who are in elementary and secondary schools and have qualifying disabilities.

Virginia will participate in the NIMAC and will have a consortium of partners selected by the Virginia Department of Education to assist in the implementation of converting educational materials into alternate formats. These partnerships include AIM-VA at George Mason University, Virginia Department for the Blind and Vision Impaired, Recordings for the Blind and Dyslexic, Bookshare.org and Virginia Correctional Enterprises.
Each local education agency (LEA) has the option of requesting books from the publisher to be directly deposited into the NIMAC. The state’s Accessible Media Producer (AMP), then can access the file from the NIMAC and create accessible instructional materials needed. AIM-VA is the Virginia AMP and will obtain and process accessible instructional materials for the LEA upon request and at no cost. If the LEA elects not to participate with NIMAC and AIM-VA, the LEA will still be responsible for ensuring that each child who requires instructional materials in an alternate format will receive them in a timely manner. The Virginia Department of Education recommends that LEAs choose to participate in NIMAC, because this national effort to centralize the distribution of instructional materials in alternate formats will help guarantee timely provision of such materials to students. For the LEA that chooses to participate in NIMAC, contracts with publishers executed on and after December 3, 2006, for textbooks and other printed core materials must include a provision that requires the publisher to produce NIMAS files and send them to the NIMAC (this should not add any cost to the contract). Curriculum publishers have been involved in discussions relating to NIMAS and are well aware of its requirements. An example of contract language used in some states can be found under “Districts’ Responsibilities” at [http://www.doe.mass.edu/sped/2006/nimas.html](http://www.doe.mass.edu/sped/2006/nimas.html). In lieu of, or in addition to, choosing to participate in NIMAC, each LEA may contract with curriculum publishers directly to purchase accessible, student-ready versions or request them from AIM-VA.

### Summary of IDEA Legislation

The reauthorized *Individuals with Disabilities Education Act* (IDEA) was signed into law on Dec. 3, 2004, by President George W. Bush. The provisions of the Act became effective on July 1, 2005, with the exception of some of the elements pertaining to the definition of a “highly qualified teacher” that took effect upon the signing of the Act. The final NIMAS was published on July 19, 2006 (71 FR 41084) and was included as Appendix C to Part 300—National Instructional Materials Accessibility Standard—published on August 14, 2006. This is one in a series of documents, prepared by the Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education that covers a variety of high-interest topics and brings together the regulatory requirements related to those topics to support constituents in preparing to implement the new regulations.¹ This document addresses statutory and final regulatory requirements regarding NIMAS.
Definitions Related to Purchase of and Access to Instructional Materials

These definitions apply to each State and local educational agency, whether or not the State or LEA chooses to coordinate with the National Instructional Materials Access Center (NIMAC). [34 CFR 300.172(e)(2)] [20 U.S.C. 1412(a)(23)(E), 1474(e)(3)(A)]

"NIMAS" has the meaning given that term in section 674(e)(3)(B) of the Act (NIMAS means the standard established by the Secretary to be used in the preparation of electronic files suitable and used solely for efficient conversion into specialized formats). [34 CFR 300.172(a)(1)(iii)] [20 U.S.C. 1474(e)(3)(B)]

“Specialized formats” has the meaning given that term in section 674(e)(3)(D) of the Act (“Specialized formats” means Braille, audio, or digital text which is exclusively for use by blind or other persons with disabilities; and with respect to print instructional materials, includes large print formats when such materials are distributed exclusively for use by blind or other persons with disabilities). [34 CFR 300.172(e)(1)(iv)] [20 U.S.C. 1474(e)(3)(D); 17 U.S.C. 121(d)(3)]

“NIMAC” means the center established in section 674(e) of the Act, through the American Printing House for the Blind (APH), not later than one year after the date of enactment of IDEA. NIMAC’s duties are: To receive and maintain a catalog of print instructional materials prepared in the NIMAS, as established by the Secretary, made available to such center by the textbook publishing industry, State educational agencies (SEAs), and LEAs; To provide access to print instructional materials, including textbooks, in accessible media, free of charge, to blind or other persons with print disabilities in elementary schools and secondary schools, in accordance with such terms and procedures as the NIMAC may prescribe; To develop, adopt and publish procedures to protect against copyright infringement, with respect to the print instructional materials provided in sections 612(a)(23) and 613(a)(6) of the Act. [34 CFR 300.172(e) (1) (ii)] [20 U.S.C. 1474(e) (2) (A), (B), (C)]

The statute defines “print instructional materials” to be printed textbooks and related printed core materials that are written and published primarily for use in elementary school and secondary school instruction and are required by a SEA or LEA for use by students in the classroom. [20 U.S.C. 1474(e) (3) (C)]

“Blind persons or other persons with print disabilities” means children served under Part 300 who may qualify to receive books and other publications.

1 The Library of Congress regulations (36 CFR 701.6(b)(1)) related to the Act to Provide Books for the Adult Blind (approved March 3, 1931, 2 U.S.C. 135a) provide that “blind persons or other persons with print disabilities” include: (i) Blind persons whose visual acuity, as determined by competent authority, is 20/200 or less in the better eye with correcting glasses, or whose widest diameter if visual field subtends an angular distance no greater than 20 degrees. (ii) Persons whose visual disability, with correction and regardless of optical measurement, is certified by competent authority as preventing the reading of standard printed material. (iii) Persons certified by competent authority as unable to read or unable to use standard printed material as a result of physical limitations. (iv) Persons certified by competent authority as having a reading disability resulting from organic dysfunction and of sufficient severity to

Note: Federal regulations, under the IDEA, require accessible instructional materials for all children whose IEP teams have certified that the child needs print materials in an accessible format in order to deliver a Free Appropriate Public Education (FAPE)

The Adoption of NIMAS

States must complete the following to successfully adopt NIMAS:

- Adopt the NIMAS, published as appendix C to Part 300, for the purposes of providing instructional materials to blind persons or other persons with print disabilities, in a timely manner after publication of the NIMAS in the Federal Register on July 19, 2006 (71 FR 41084)
- Establish a State definition of “timely manner” for purposes of 34 CFR 300.172 if the State is or is not coordinating with the NIMAC. [34 CFR 300.172(a) (b)(2) and (b)(3) and (c)(2)] [20 U.S.C. 1412(a)(23)(A)]

Establishes State Education Agency Rights and Responsibilities

Nothing in 34 CFR 300.172 shall be construed to require any State Education Agency (SEA) to coordinate with the NIMAC. If an SEA chooses not to coordinate with the NIMAC, the SEA must provide an assurance to the Secretary that it will provide instructional materials to persons who are blind or other persons with print disabilities in a timely manner.

Nothing in this section relieves an SEA of its responsibility to ensure that children with disabilities who need instructional materials in accessible formats, but are not included under the definition of blind or other persons with print disabilities in 34 CFR 300.172(e) (1) (i) or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner.

In order to meet its responsibility under paragraphs 34 CFR 300.172 (b)(2), (b)(3), and (c) to ensure that children with disabilities who need instructional materials in accessible formats are provided those materials in a timely manner, the SEA must ensure that all public agencies take all reasonable steps to provide instructional materials in accessible formats to children with disabilities who need those instructional materials at the same time as other children receive instructional materials.

[34 CFR 300.172(b)] [20 U.S.C. 1412(a) (23) (B)]

prevent their reading printed material in a normal manner. Competent authority is defined in 36 CFR 701.6(b)(2) as follows: (i) In cases of blindness, visual disability, or physical limitations “competent authority” is defined to include doctors of medicine, doctors of osteopathy, ophthalmologists, optometrists, registered nurses, therapists, professional staff of hospitals, institutions, and public or welfare agencies (e.g., social workers, case workers, counselors, rehabilitation teachers, and superintendents). (ii) In the case of a reading disability from organic dysfunction, competent authority is defined as doctors of medicine who may consult with colleagues in associated disciplines.
Requirements for the Preparation and Delivery of Files

The SEA must coordinate with the NIMAC in the following ways when preparing and delivering files:

- As part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, enter into a written contract with the publisher of the print instructional materials to:
  - require the publisher to prepare and, on or before delivery of the print instructional materials, provide to NIMAC electronic files containing the contents of the print instructional materials using the NIMAS;
  - or purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats.
- Provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

[34 CFR 300.172(c)] [20 U.S.C. 1412(a) (23) (C)]

Requires Collaboration with State Agencies Providing Assistive Technology Programs

In carrying out this section, the SEA, to the maximum extent possible, must work collaboratively with the State agency responsible for assistive technology programs.

[34 CFR 300.172(d)] [20 U.S.C. 1412(a) (23) (D)]

Establishes Responsibilities of LEAs for Purchase of Instructional Materials

Not later than December 3, 2006, an LEA that chooses to coordinate with the NIMAC, when purchasing print instructional materials, must acquire those instructional materials in the same manner, and subject to the same conditions as an SEA under 34 CFR 300.172.

Nothing in this section shall be construed to require an LEA to coordinate with the NIMAC. If an LEA chooses not to coordinate with the NIMAC, the LEA must provide an assurance to the SEA that the LEA will provide instructional materials to blind persons or other persons with print disabilities in a timely manner. Nothing in this section relieves an LEA of its responsibility to ensure that children with disabilities who need instructional materials in accessible formats but are not included under the definition of blind or other persons with print disabilities in 34 CFR 300.172(e) (1) (i) or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner.

[34 CFR 300.210] [20 U.S.C. 1413(a) (6) (E)]
Section II: AIM-VA

This section describes the AIM-VA, its partners, and who is eligible to access and use accessible instructional materials. The following topics are covered:

- What is AIM-VA?
- AIM-VA and Partners – Accessible Media Producers (AMPs)
- Eligibility for Accessible Instructional Materials
- Students Eligible under the Copyright Act of 1931 as Amended (NIMAS Files)
- IDEA Eligible Students
- Role of the IEP Team
What is AIM-VA?

The Virginia Department of Education (VDOE), through George Mason University (GMU) has created the “Accessible Instructional Materials Center of Virginia- AIM-VA” library. AIM-VA offers Virginia’s schools with a system of providing accessible instructional materials under the standards set by NIMAS who meet the federal requirements for having print disabilities, and deemed eligible for receiving accessible instructional materials under their individual IEPs, as required under Part B of IDEA. AIM-VA will also be serving as an Accessible Media Producer (AMP) for the VDOE. Accessible Media Producers (AMPs) produce Braille, audio, digital text, or large print formats of print instructional materials exclusively for use by blind or other persons with print disabilities. Accessible media producers are eligible to download files directly from the NIMAC as agents of authorized users.

The overall mission of AIM-VA is to develop and implement a statewide library system that is capable of producing and providing accessible educational materials consistent with NIMAS requirements, at no cost to LEAs, for individual students deemed eligible by their LEA under the IEP in a timely fashion. It is the intention of AIM-VA to include appropriate educational print materials through this project, not just core instructional materials deposited into NIMAC.

AIM-VA and Partners - Accessible Media Producers (AMPs)

To implement an integrated statewide system for accessible instructional materials in the form of a lending library, AIM-VA has 1) created a digital conversion center at George Mason University 2) created partnerships with the Recording for the Blind and Dyslexic Regional Unit of the Upper Southeast (RFB&D), the Virginia Department for the Blind and Vision Impaired (DBVI), Virginia Correctional Enterprises (VCE) and 3) contracted with equipment, software and conversion consultants. Other partnerships may be added in the future.

Accessible Instructional Materials – Virginia (AIM-VA)

AIM-VA will serve as a full service accessible materials center that will provide alternate format versions of printed text books and printed core instructional materials, reading interventions, test preparation materials, etc. in accessible digital formats. AIM-VA has developed a technical infrastructure so that Virginia is able to create materials in NIMAS accessible formats and provide them directly to school divisions to meet the individual needs of students with multiple disabilities.
All accessible instructional materials requested from AIM-VA will be ordered through the online library catalog (www.aimva.org) in order to create a single point of access and to facilitate required data collection and reporting to the federal government.

**Recording for the Blind and Dyslexic Regional Unit of the Upper Southeast (RFB&D)**

RFB&D has developed a statewide membership system for all LEAs. RFB&D, which has a long standing partnership with VDOE, will now become an Accessible Media Producer (AMP) for digital audio books for AIM-VA. All LEAs will be given access to the RFB&D library of over 10,000 digital audio book titles through the AIM-VA library.

**Virginia Department for the Blind and Vision Impaired (DBVI)**

DBVI is our lead state agency and resource in the provision of services to students who are blind or visually impaired. They will serve as an AMP for the development of Braille materials for students who qualify for their services. Requests for Braille will be completed through the AIM-VA library.

**Virginia Correctional Enterprises (VCE) and Other Printing Agencies**

AIM-VA will refer large print requests to VCE and other printing agencies. They each will serve as an AMP and will produce quality and timely large print materials upon request from AIM-VA. Requests for large print will be completed through the AIM-VA library.

**Don Johnston Incorporated**

AIM VA created a partnership with Don Johnston Inc. to provide the Assistive Technology software Read:OutLoud to all LEAs who assigned registered DRMs with AIM-VA. The software license is a two-year agreement that enables students who have a print disability indicated in their IEP to use the software at school and at home.
Eligibility for Accessible Instructional Materials

In a significant step forward for the rights of students with print disabilities in the classroom, the National Instructional Materials Accessibility Standard (NIMAS) offers students who are blind or have print disabilities timely access to instructional materials. Whether students require Braille, large print, audio recordings, or electronic text, NIMAS provides the standard from which these specialized formats can be created. Though accessible versions of instructional materials may benefit many different types of learners, not all students qualify for specialized format materials created from NIMAS source files.

In Virginia, those students deemed eligible for NIMAS files will have the opportunity to receive accessible instructional materials in formats such as Braille, large print, electronic text, and audio recordings if they are 1) Certified by a LEA IEP team to require accessible instructional materials; and 2) Are Eligible under the Copyright Act of 1931 as Amended.

Students Eligible under the Copyright Act of 1931 as Amended (Chafee - NIMAS Files)

The Copyright Act of 1931 as Amended (often referred to as ‘the Chafee Amendment’) allows an authorized entity (AMP) to reproduce or distribute copies or recordings of a previously published, non-dramatic literary work in specialized formats exclusively for use by blind or other persons with disabilities. The term ‘blind or other persons with print disabilities’ means children served under this Act and who may qualify in accordance with the Act entitled ‘An Act to provide books for the adult blind’, approved March 3, 1931 (2 U.S.C. 135a; 46 Stat. 1487) to receive books and other publications produced in specialized formats. Sec. 674(e)(3)(A)

Students who will be eligible for AIM-VA services under the Copyright Act of 1931 as Amended must meet one of the following conditions:

- Blind persons whose visual acuity, as determined by a competent authority, is 20/200 or less in the better eye with correcting glasses, or whose widest diameter if visual field subtends an angular distance no greater than 20 degrees.
- Persons whose visual disability, with correction and regardless of optical measurement, is certified by a competent authority as preventing the reading of standard printed material.
- Persons certified by a competent authority as unable to read or unable to use standard printed material as a result of physical limitations.
- Persons certified by a competent authority as having a reading disability resulting from organic dysfunction and of sufficient severity to prevent their reading printed material in a normal manner.
Note: Until a permission based system can be developed with publishers of Virginia’s textbooks, AIM-VA will not be able to accept orders for students who don’t qualify under the 1931 Copyright Act. **DRMs will be notified when the permission system has been approved by the Attorney General of Virginia.**

Students with print disabilities who are served under IDEA regulations who do not meet the requirements under the Copyright Act of 1931 as Amended may also be eligible for accessible instructional materials through AIM-VA. IDEA states the following:

**Note:** Nothing in this section relieves an SEA of its responsibility to ensure that children with disabilities who need instructional materials in accessible formats, but are not included under the definition of blind or other persons with print disabilities in 34 CFR 300.172(e)(1)(i) or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner.

It is the responsibility of the IEP team to determine if a student with a disability requires accessible instructional materials, even if they do not qualify under the Copyright Act of 1931 as Amended for NIMAS files.

AIM-VA is required to seek permission directly from the publisher in order to convert any copyright protected material into accessible formats for use by non-Chafee eligible students. Without this permission, AIM-VA will be unable to process a request. In cases such as this, it will be up to the individual teachers to make classroom materials accessible for the student, as required by the IDEIA. To date
Role of the IEP Team

The IEP team should examine information gained through student progress monitoring and diagnostic educational testing to determine if the student requires alternate formats of print materials. It is highly recommended that the results from this information be obtained prior to the IEP team making decisions about whether or not the student would require these accommodations. It is suggested that the information gained from testing be included in a student’s present level of performance as this is the primary section of the IEP which documents the student’s educational needs. It is important to note that not all students with print disabilities will require accessible alternate formats of printed textbooks and core instructional materials.

During the IEP team meeting, a question such as the following might be used: ‘Does the student require accessible, alternate format versions of printed textbooks and printed core instructional materials?’

A question of this kind is designed to prompt the IEP team to consider each student's educational need for accessible, alternate format versions of print instructional materials.

If a student with a print disability does need a specialized format, the IEP should specify the following:

- The specific format(s) to be provided (Braille, audio recordings, electronic text, large print, etc.)
- The services and/or assistive technology the student needs to use the specialized format
- The individual or individuals responsible for providing the specialized format, and
- Whether or not the format is required to be used in the student’s home or in another setting in order for the student to receive a free appropriate public education.

Where IEP team decisions might be documented in the IEP

It is recommended that a statement of the student’s eligibility for alternate formats of print materials, including the type or types of formats the student requires, be listed in the accommodations section of the IEP.

If additional training is required on assistive technology to use the alternate formats of accessible instructional materials, it is recommended that this be documented in the supplemental aids and services section of the IEP.

For students who qualify under the Copyright Act of 1931 as Amended by Chafee, or students with accessible instructional materials in their IEP (when permission procedures have been approved by the Attorney General of Virginia) please follow the procedures in Section III, Ordering Materials.
Section III: Ordering Materials from AIM-VA

This section describes the Digital Rights Manager and the process for ordering materials from AIM-VA. The following topics are covered:

- Digital Rights Manager (DRM)
- Roles and Responsibilities of the DRM
- Ordering Process and Website Instructions
- Copyright Issues and Practices
- Requesting, Delivery, and Tracking of AIM Materials
- Retention and Return Policies of Materials
Digital Rights Managers (DRM)

A DRM is a staff member designated by a school superintendent (for private schools, State Operated Programs or regional programs, please use your most senior leader to register your digital rights managers) to request, receive, and track the usage of copyrighted accessible instructional materials for students with print disabilities.

Before a school can request and receive materials from the AIM-VA, its superintendent must designate staff person(s) to be the Digital Rights Manager (DRM). The DRM is a local school level staff person responsible for monitoring and documenting copyright compliance within the school. Larger school divisions may elect to appoint multiple DRMs.

Note: If you are a teacher or other user that does not serve as the DRM, you need to contact your DRM to submit your order for digital material. If you do not know who the DRM is for your school or district, please contact your superintendent or search the AIM-VA website www.aimva.org.

Who is responsible for registering the DRM?

The school superintendent and/or most senior leader that assigned the DRM is responsible for the initial registration into the AIM-VA library system.

The DRM is responsible for confirming the registration and maintaining password and login that enable use of the library database.

A DRM can be assigned and registered anytime during the school year, although it is encouraged that registration is completed at the beginning of the school year.

The following personnel should be considered for the role of DRM:
- Textbook Coordinator
- School Technology Coordinator
- Vision Teacher
- Library Media Specialist
- Principal/Assistant Principal
- Special Education Teacher or Department Chair
- IEP Coordinator

Why would our school division want more than one DRM?

School divisions in Virginia vary greatly in size. Larger school divisions may wish to have a DRM for each individual school and smaller school divisions may wish to have one DRM for the entire division.

Having more than one DRM may allow for easier and timely access to the accessible instructional materials.
If there is more than one DRM in the school system, the superintendent and/or most senior leader should consider appointing a coordinator of the DRM’s. This person is responsible for training and developing policies and procedures for the school system.

**What should be considered when appointing a DRM?**

The DRM must maintain a password and login for accessing the AIM VA web based system. This system will be used to register DRMs and request materials for qualifying students.

The DRM will be the only individual within the local education agency (LEA) who will be authorized to request and receive print materials in specialized formats from AIM-VA. An LEA will not be able to access materials from AIM-VA without a registered and properly designated DRM.

The DRM must have the authority to certify on behalf of the LEA that an individual student is eligible for accessible instructional materials under the Copyright Act of 1931 (Chafee Amendment) and an IEP.

The DRM should be available to submit orders throughout the calendar year. For additional DRM responsibilities see: Roles and Responsibilities of the DRM.

**How does our school system register a DRM?**

The superintendent and/or most senior leader (or designee) is given a VDOE login and password to access the page (www.aimva.org) to appoint the school’s DRM. The superintendent may also choose to serve as the DRM for the school. Those having trouble accessing this application should contact the AIM-VA librarian, aimva@gmu.edu or call toll-free 866-926-1879.

- The superintendent and/or most senior leader (or designee) must assign and register each LEA DRM. The DRM will receive an e-mail notice of appointment that was electronically signed upon registration. The DRM can confirm registration, change their password and enter the "Request Materials" section to order accessible materials.
Roles and Responsibilities of the DRM

The roles and responsibilities of the DRM include the following:

- Identifies and requests accessible print materials from AIM-VA for use by students with print disabilities
- Ensures privacy and security of their AIM-VA Library login and password
- Gathers complete and accurate information (including STI numbers, book titles, ISBNs, etc.) before ordering to facilitate the ordering process
- Certifies student eligibility and copyright requirements
- Supports teacher and student compliance with copyright requirements
- Receives and logs AIM-VA shipments of requested content
- Sends two copies of requested materials to AIM-VA and a class syllabus if necessary (see “What if I need something not in the AIM-VA catalog?”)
- Disseminates copyrighted materials to the teachers of authorized student users
- Maintains up-to-date information in the AIM-VA Library Database
- Acts as liaison between school division and AIM-VA staff, thus to comply with copyright restrictions and the Family Educational Rights and Privacy Act (FERPA)
- Destroys materials or returns them to AIM-VA library as directed

What role does the DRM play with a student’s IEP team?

The DRM’s role is to act as a liaison between AIM-VA and the IEP Coordinator to ensure eligibility and copyright compliances are followed. They should inform the IEP Coordinator on material availability, timely access and appropriate formats of accessible instructional materials. The DRM must also certify that requirements for Accessible Instructional Materials are documented in the student’s IEP.

AIM-VA intends to make this a paperless process for school systems. The DRMs may decide to create request forms for their school divisions for internal use. In such a case, the DRM will be able to print requests, track the instructional material process, document delivery of the material to students. At the end of the school year, the DRM will collect, return or destroy materials as directed by AIM-VA. Extensions to keep materials can also be requested.
In defining an accessible electronic format, NIMAS emphasizes "structural integrity." An accessible electronic format is one that explicitly communicates a document's structure, including but not limited to headings, subheadings, and table structure. Document structure also allows for features such as alternate text for images, as well as form labels that can be explicitly associated with the fields they represent.

PDF - Accessible
A PDF that provides the electronic translation of images of printed text into editable/readable text is considered an Accessible PDF. Stationary or portable computer assistive technology interprets the text and can be read using screen readers and text-to-speech technologies.

PDF – Fully Accessible
A PDF that provides the electronic translation of images of printed text into editable/readable text and is optimized by adding "tags" to the file is considered an Accessible PDF. Tags store information such as header locations, hyperlinks, and alternative text descriptions for graphics and substantially increase accessibility. Stationary or portable computer assistive technology interprets the text and can be read using screen readers and text-to-speech technologies.

Braille
Braille is a hard copy system of touch reading for persons who are blind that employs embossed dots evenly arranged in quadrangular letter spaces or cells. In each cell, it is possible to place six dots, three high and two wide. By selecting one or several dots in characteristic position or combination, 63 different characters can be formed.

Braille Ready File (.brf)
Braille Ready File (.brf) is a specialized digital text format used to create Braille.

Digital Talking Book (DTB) - Daisy
A Digital Accessible Information System (Daisy) Talking Book (DTB) is a digital or human voice recording of the full electronic text with the capability to navigate and bookmark sections of the book. DTBs provide alternate text descriptions of graphics within the document and are synchronized with the text.
Large Print
Large print is defined as print for text passages that is larger than the commonly used print and font sizes from eight to twelve points in size. For most textbooks, large print font will be eighteen points.

Microsoft Word Document
A Microsoft Word Document is optimized by using solid black, sans serif font to enhance legibility, and unless font color is needed for instruction and active hyperlinks. The file is left justified for readability.

Audio Recording (RFB&D)
Recorded Audio Books are audio-only human voice recordings that require specialized hardware—desktop or portable "players"—or Audio Plus-compatible computer software for playback.

Rich Text Format (RTF)
Rich Text Format (RTF) is a document file of text and graphics developed for easy transfer of documents between applications, platforms (i.e., MS-DOS®, Windows, OS/2, Macintosh), and different output devices. RTF files have a file type of "RTF." Software programs such as eReader (CAST) and READ:Outloud (Don Johnston, Inc.) read RTF files for text-to-speech access.

NIMAS-VA format
NIMAS-VA format is a standard NIMAS (National Instructional Materials Accessibility Standard) file that has been modified to include Virginia’s Copyright Statement. When the NIMAS-VA files are converted, this page is displayed before all other information within the original NIMAS file. This is to protect the original information and ensure that it is used only for those students who are eligible under the Copyright Act of 1931 as amended (Chafee Amendment).
Ordering Process and Website Instructions

The following steps outline the ordering process:

1. The DRM must request materials for each qualifying student.
2. The DRM must provide the Student Testing Identification number for the order.
3. The DRM certifies that the student’s IEP cites the need and that a hard copy of the textual material is owned or has been purchased for the student.
4. If material needed is not in the AIM-VA database, the DRM may be required to send two copies of the educational materials to AIM-VA. AIM-VA may opt to keep one copy of the educational materials. Please refer to “What if I need something not in the AIM-VA catalog?”
5. The AIM-VA librarian receives the requests, consults collaborating partners if necessary and approves the request for production.
6. Upon completion, AIM-VA production or the collaborating partner fulfills the request and sends the accessible instructional materials to the DRM.

How does the DRM Order Accessible Instructional Materials Online?

Go to AIM-VA Website [www.aimva.org](http://www.aimva.org)
Click on “Order AIM from the Library” to will be directed to the AIM-VA Library Catalog.
Figure 1. Order AIM from the Library

Search the AIM-VA Library Catalog for accessible instructional materials by ISBN, keyword, title, author, publisher, content and/or grade level and by format needed.

- To search by ISBN, type the numbers without spaces or hyphens, in the ISBN search box
- To search by keyword, enter the keyword
- To search by author, type the author’s last name or last name, first name in the Author search box
- A format must be selected prior to searching the Library Catalog.

The DRM may also limit searches by using the "AND, OR, NOT" drop down list next to each search box.

The following figure is an example of a search by DRMs.

Figure 2. Search by ISBN and Large Print Format

The next screen shows the Result List for the search performed.
Figure 3. Result List for the Search Performed

To choose books from this Result List, click on "Add item to Cart".

Figure 4. Add Item to Cart

"No selected items" will change to indicate the number of items that have been selected.

When the material for this student has been searched and selected, click "Check out # selected items" to check out. This option is located both at the top of the screen and on the left side of the screen under "Our Library Links".
At the DRM login screen, login using the DRM user id and password. Remember that by logging in, the DRM is certifying the local education agency has print versions of all alternative materials ordered through AIM-VA for this student. Sharing of DRM user ids and passwords is a violation of AIM-VA policy and copyright restrictions.

After successful login, the Request Form will be displayed. This form should be filled out completely.
Figure 7. Item Request Form

The Student Information must be completed with the accurate STI Number, Date of Birth and certification of eligibility. The remainder of the information pertains to the DRM and material requested. Once the request form is completed in full, the Request Items button is enabled. Please note, the form cannot be submitted unless it is complete.

A confirmation page will be displayed that shows the information submitted on the form. Print this page to keep as documentation.
A confirmation email will be sent to the DRM as the AIM-VA librarian will receive the request. When the material requested is ready for delivery, it will be shipped by one of several providers, via UPS, U.S. Mail Free Matter for the Blind or regular U.S. Mail.
What if something is needed and is not in the AIM-VA catalog?

If the DRM searching the AIM-VA catalogue does not have the materials needed, follow the instructions that automatically appear upon an unsuccessful search.

- If AIM-VA does not have a copy of the materials requested, two copies of the requested materials may need to be sent to AIM-VA. AIM-VA may retain one print copy and return the other print copy to the LEA.
- If Recording for the Blind and Dyslexic (RFB&D) does not have the requested text, RFB&D will contact the DRM.
- If the Department for the Blind and Vision Impaired (DBVI) must produce a textbook in Braille, then DBVI will retain one of the print copies of the textbook and return the other print copy to the LEA upon completion of the transcription process. DBVI also requests that a class syllabus with dates accompany all orders. If a syllabus is not received along with the textbook order, then textbooks will be transcribed from front to back, according to the transcribers’ schedules.

![Figure 9. AIM-VA Search Engine](image-url)
Copyright Issues and Practices

Under IDEA 2004, Title III, Section 306, publishers are provided with the right to transfer electronic materials to the National Instructional Materials Access Center, NIMAC (www.nimac.us) as long as they possess the print rights to such materials. This protection is to ensure the delivery of materials for which electronic rights may not have been obtained or are simply not available.

This protection does apply to the Commonwealth of Virginia as of December 26, 2007. On December 26th, 2007, President Bush signed H.R. 2764, the Consolidated Appropriations Act, 2008, into law. As a consequence, the NIMAC Limitation of Use Agreement (LUA) has been revised thus allowing Virginia access to the NIMAC.

Is the DRM the only person in the school responsible for copyright protection?

Not necessarily. Superintendents and/or most senior leaders must ensure DRMs and other staff fulfill respective roles related to copyright compliance. All teachers and parents of students using copyrighted material share the responsibility for copyright protection. LEAs must maintain documents that ensure proof of disability, that the LEA has a copy of the printed material for the student, and that copyrighted materials are only being accessed by qualified users in accordance with the Copyright Act of 1931 as Amended (Chafee Amendment) to Chapter 1 of title 17, U.S.C., September, 1996 which allows "authorized entities to reproduce or distribute copies of previously published non-dramatic literary works in specialized formats exclusively for use by persons with blindness or other disabilities." Proof of a print disability must be on file and documented by a qualified professional in the field of disability services, education, medicine or psychology. Eligible students must have a need for accessible instructional materials documented in their IEP.

How are AIM-VA accessible instructional materials abiding by copyright protections?

- File sets include publisher, copyright, and rights information.
- The NIMAC system stores user data on NIMAS file sets.
- The data will be accessible via reports for review by publishers.
- Hard copy versions of each accessible material must be owned by the school system and assigned to the student needing the materials.
- Accessible materials are on a library loan and must be reassigned, or returned or destroyed after use.
- Written permission obtained from publishers to create accessible copies of materials when students are not covered under the NIMAS provisions of IDEA.
- DRMs are required to certify that students are eligible for accessible instructional materials from AIM-VA.
Copyright Information

(Copyright Law Amendment, 1996: PL 104-197)
http://www.loc.gov/nls/reference/factsheets/copyright.html

This document contains one section of the U.S. Copyright Statute (found in Title 17 of the United States Code).
http://www.bitlaw.com/source/17usc/121.html

Requesting, Delivery, and Tracking of AIM Materials

AIM-VA will track an accessible instructional material request as it proceeds through the conversion and delivery process. Materials sent to the DRM will be recorded and monitored through the AIM-VA Library database. At the local level, the DRM follow the procedures noted below:

Textbook/Core Instructional Material Requirements

- In order to convert required materials it will be mandatory that all school divisions provide AIM-VA two copies of the requested material that is not in the Library Catalogue. One of these copies will be used to scan materials and will be rebound upon completion. The other copy will be used to edit the conversions.
- When scanning and conversion has been completed, one or both textbooks will be returned to the LEA.
- Please check www.aimva.org for shipping procedures and labels.

When Requesting the Accessible Instructional Materials:

- The DRM may only identify students by student test number or (STI) as assigned by VDOE and the Date of Birth.
- The DRM will need the ISBN number, title, author, date, publisher and specific pages or chapters needed if the entire text is not requested, format and when needed for the qualified student. If requesting Braille materials, the DRM must submit the class syllabus with the request.
- The DRM must verify that documentation supporting a student’s need for instructional materials in specialized formats from a qualified professional is on file.
- The DRM must certify that the Individualized Education Program (IEP) states that the student needs to receive accessible instructional materials

Subsequent to Delivery the DRM must:

- Verify receipt of requested accessible instructional print materials from AIM VA by notifying the AIM-VA Librarian either by email aimva@gmu.edu or calling the toll free number 866-926-1879.
• Be responsible for delivery of the requested materials to the teacher/student in a timely manner.
• Provide oversight to ensure that the materials are used in compliance with copyright laws.
• Ensure that copyrighted specialized print formats of instructional materials will only be used by students who qualify for receiving them.
• Return, destroy, or reuse accessible instructional materials as indicated in section “Retention and Return Policies of Materials”

Retention and Return Policies of Materials

To enable the option of having text in multiple formats, AIM-VA created partnerships with the Recording for the Blind and Dyslexic Regional Unit of the Upper Southeast (RFB&D), the Virginia Department for the Blind and Vision Impaired (DBVI) and several printing companies. Upon completion of use of the materials, the DRM must certify their compliance with AIM-VA policies and to each of the partner’s policies as stated below.

Copyright protection for any materials retained by AIM-VA DRMs and/or schools is still the responsibility of the requesting DRM and/or school while the materials remain assigned to a qualifying student during the 2009 – 2010 school year.

If materials requested and received for the 2008 -2009 school year have not been returned or retained by June 30, 2009, Digital Rights Managers may find that their permissions to order future materials delayed or reassigned to other personnel in their Local Education Agency.

Please contact the Help Desk at AIMVA@gmu.edu or toll free 866-926-1879 if you have questions or need information.

Audio Formats (RFB&D) and Downloaded PDF Files:

Audio formats ordered through the AIM-VA website produced by Recording for the Blind and Dyslexic (RFB&D) not need to be returned. Also, the PDF files downloaded via the AIM-VA FTP site for the school year 2008 -2009 do not need to be returned and must be destroyed and permanently erased off of all hard drives and storage devices by June 30, 2009. Copyright protection for any materials retained by AIM-VA DRMs and/or schools is still the responsibility of the requesting DRM and/or school while the materials remain in use. When the materials are no longer needed, they may be destroyed; and the DRM and/or the school will advise AIM-VA of that destruction.

CDs/DVDs with DTB, PDF, MS Word, RTF, and Daisy Formats
The following formats produced by AIM-VA and delivered on CDs/DVDs:

- Accessible, Semi-Accessible, or Fully Accessible Portable Document Format (PDF),
- Braille Ready File (.brf),
- Rich Text Format (RTF),
- Microsoft Word Format,
- Digital Accessible Information SYstem (Daisy) Talking Books (DTB),

These Formats are labeled “Return by June 30, 2009” and must be returned to:

AIM-VA (Return Items)
KIHd  MS 1F2
George Mason University
4400 University Drive
Fairfax, VA 22030-4444
(866) 926-1879.

Large Print

On behalf of the Local Education Agency, a Digital Rights Manager may reassign large print materials for another student’s use in the 2009-2010 school-year. The deadline for reassigning these materials is May 1, 2009. To reassign materials from one student identification number (STI) to another STI number, the Digital Rights Manager must do so electronically using the AIM-VA ordering system. The order is completed in a normal fashion using the ISBN number of the textbook being reassigned and the STI number for the student who is to receive the retained Large print or Braille materials. In addition, the DRM must locate the retention checkbox at the bottom of the Item Request Form, check the box, and include the old, 2008-2009 STI number in the required field.

Large Print materials that are not being reassigned may be returned by using the United Postal Service (UPS) Returns on the web, http://returns.upsrow.com. The login ID and password are both georgemason. Once logged in, complete the mailing address information and indicate the approximate weight of the package. Upon completion, select “submit” to get a mailing label that you will affix to your package of materials. Either use a UPS drop off box or if the school has a regular pick-up and delivery service in place, please leave the package with the school’s mailing services for UPS to pick-up.

Large Print materials that are not being reassigned must be returned by June 30, 2009 to:

AIM-VA (Return Items)
KIHd  MS 1F2
George Mason University
4400 University Drive
Fairfax, VA 22030-4444

Accessible Instructional Materials for Students with Disabilities in Virginia
Braille

On behalf of the Local Education Agency, a Digital Rights Manager may Reassign Braille materials for another student’s use in the 2009-2010 school-year. The deadline for reassigning these materials is May 1, 2009. To reassign materials from one student identification number (STI) to another STI number, the Digital Rights Manager must do so electronically using the AIM-VA ordering system. The order is completed in a normal fashion using the ISBN number of the textbook being reassigned and the STI number for the student who is to receive the retained Large print or Braille materials. In addition, the DRM must locate the retention checkbox at the bottom of the Item Request Form, check the box, and include the old, 2008-2009 STI number in the required field.

Braille and Braille Ready File (BRF) formats are produced by the Department for Blind and Vision Impaired (DBVI). The following is the policy set forth by DBVI for Braille textbooks:

At the end of the school year, Braille textbooks must be retained or returned to DBVI by June 30; Notifying the LRC when Braille textbooks will be retained for the next school year. School divisions that fail to do so will be assessed $15.41 for each Braille textbook volume for which a retention notification has not been received at the LRC by the July 1 deadline.

School divisions will be assessed $15.41 for each Braille textbook volume that has not been received at DBVI by June 30, 2009 or that is received damaged beyond use in accordance with the annual agreement each school division signs with DBVI. The address to ship or deliver Braille materials to is:

Department for the Blind and Vision Impaired
Library Resource Center
395 Azalea Avenue
Richmond, VA 23227-3623

Please refer to the individual LEAs agreement with DBVI for additional shipping information and details regarding containers. "In person" delivery of textbooks at the end of the school year is encouraged. Deliveries must be scheduled in advance by calling the LRC. Return receipts for textbooks will be issued if the School Division has completed a "Return Receipt" form for the textbooks.
Retention and Reassignment of AIM-VA Materials Guidance

Copyright protection for any materials retained by AIM-VA DRMs and/or LEAs is still the responsibility of the requesting DRM while the materials remain in use.

If materials requested and received for the 2008-2009 school year have not been returned or retained by June 30, 2009, Digital Rights Managers may find that their permissions to order future materials delayed or reassigned to other personnel in their Local Education Agency (LEA).

Please contact the Help Desk at AIMVA@gmu.edu or toll free 866-926-1879 if you have questions or need information.

Who Can Receive Retained Materials?
Students who qualify under the Copyright Act of 1931 as Amended (Chafee Eligible) and have the need for accessible instructional materials documented in their IEP qualify for retained materials. NO students with 504 plans are eligible for retained materials.

How Can a DRM request to Retain Materials?
The DRM must order retained materials electronically through the AIM-VA Online Database (http://kihdlibrary.gmu.edu/AIMVA/index.htm). Please have the old STI number affiliated with the text, the receiving student’s testing identification number, their date of birth, existing text ISBN number, and format of material being retained, ready prior to ordering/retaining materials through AIM-VA. Use of the student’s name in the ordering process is prohibited.

STEP 1: On the AIM-VA website www.aimva.org, select Order AIM From the Library

On the front page of the AIM-VA Library Database:
**STEP 2:** Enter the Retained material’s ISBN Number.

**STEP 3:** Enter the format of the material being retained. Braille and Large Print are the only formats DRMs may retain for the 2009-2010 school year. This process is not necessary for the retention of RFB&D materials. Materials produced by RFB&D may be retained until no longer needed.

**STEP 4:** After entering the ISBN Number and selecting the format, select Submit Query.

**STEP 5:** Confirm that this is the material you wish to retain for the receiving student and proceed to Check-out.
**STEP 6:** Enter your name, the DRM name.

**STEP 7:** Enter the receiving students STI Number and Date of Birth. Continue to complete the form as directed.

**STEP 8:** Check the box that enables the DRM to retain and reassign the material to a qualifying student.

**STEP 9:** Enter the old 2008 -2009 students STI Number that is no longer using the text. Upon proper completion of the ordering database, the request item button will become enabled.
**STEP 10: Congratulations!** You have successfully retained material for another qualifying student. Please print this page and keep a copy for your records. If you have questions, please contact the AIM-VA Help Desk, aimva@gmu.edu or call toll-free 866-926-1879.
Section IV: Technical Assistance Resources

This section contains contact information for technical assistance resources. The following resources are included:

- Aim-VA Staff Contact Information
- Training and Technical Assistance Services Available from AIM-VA
AIM-VA Staff Contact Information

Primary Contact for NIMAS, Virginia Department of Education

John Eisenberg at (john.eisenberg@doe.virginia.gov),
Director of Instructional Support and Related Services
Office of Special Education
VA Department of Education
P. O. Box 2120
Richmond, VA  23218-2120
(804) 225-2711

AIM-VA Staff, George Mason University

Kellar Institute for Human disAbilities
George Mason University
4400 University Drive (MS 1F2)
Fairfax, VA    22030
Fax 703-993-3681

Mike Behrmann, Director-KIHD
mbehrman@gmu.edu
703-993-3670

Joyce Sharp, AIM-VA Training and Communications Coordinator
jsharp1@gmu.edu
540-948-6938

Jackie Petersen, AIM-VA Librarian
aimva@gmu.edu
Toll-Free 866-926-1879

Cindy George, AIM-VA Production
aimprod@gmu.edu
703-993-3670

Yoosun Chung, Database and Section 508 Compliance
ychung3@gmu.edu
703-993-3670

Anya Evmenova, Research Coordinator
aevmenov@gmu.edu
703-993-3670

Hillary Jones, Administrative Assistant
hjones9@gmu.edu
703-993-3670
Collaborating Organizations

Recording for the Blind and Dyslexic, RFB&D's Regional Unit of the Upper Southeast
3500 Remson Court
Charlottesville, VA 22901
Phone: (434) 293-4797
Toll Free: 866-887-7323

Department for the Blind and Vision Services
397 Azalea Avenue
Richmond, Virginia 23227-3623
Phone (Voice/TTY) (804) 371-3140
Toll Free: (Within Virginia) 800-622-2155

Don Johnston Incorporated
26799 West Commerce Drive
Volo, IL 60073
800.999.4660 - USA & CANADA
847.740.0749 - USA & GLOBAL

Various Print Agencies
Training and Technical Assistance Services Available from AIM-VA

The purpose of training and technical assistance is to improve access to accessible instructional materials that contribute to the success of children and youth with print disabilities in the K-12 educational setting. Our goal is to increase the capability of schools, school personnel, service providers, and families to meet the print-related needs of children and youth with disabilities therefore improving the performance of students by enhancing the knowledge, skills, abilities, and performance to overcome all print-related challenges.

Professional Development

AIM-VA provides professional development opportunities that foster access to the general education print curriculum. Students should have the opportunity to achieve in the least restrictive environment, and the knowledge and skills to use accessible print materials to the best of their ability. Professional development workshops will address varied topics based on state and regional needs and interests.

Individual Consultations

Individual consultations are provided by phone and e-mail, through on-site visits, or GMU-based visits. Consultations will provide assistance tailored to specific needs. A variety of accessible instructional materials are available to order. Library order training and technical assistance is available via aimva@gmu.edu and phone 866-926 1879 (toll-free). Visit our website, www.aimva.org, and "check out" what items are available that students need.

Website (www.aimva.org)

AIM-VA will conduct searches on current technology, practices, latest research, and other topics and post or link under ‘Resources’. The website holds database of library materials, information on workshops, links to related sites, and more. AIM-VA services are free of charge.
Section V: Assistive Technology

This section provides information on assistive technology devices and resources in Virginia. The following topics are covered:

- Assistive Technology Devices and Accessible Instructional Materials
- Assistive Technology Resources in Virginia
Assistive Technology Devices and Accessible Instructional Materials

Assistive Technology (AT) devices are defined by law as “any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.” *AT Act of 1998.*

There is a wide range of assistive technology (AT) devices available to help individuals who need accessible instructional materials. While each device works a little differently, all of the technology helps by presenting text in an alternate format such as speech, Braille or large print. Below are general descriptions of the various types of assistive technology products that are available.

- **Audio Book Players:** Used to play digitally recorded textbooks, specially adapted CD players or software include software and hardware designed to make text-based materials more accessible for people who have difficulty with reading, options can include CD/MP3s (audio players) and Daisy digital audio players. These devices include navigational features that are helpful for those who have difficulty seeing or manipulating conventional print materials.

- **Braille Embossers:** Transfer computer generated text into embossed Braille output. Braille translation programs convert text scanned-in or generated via standard word processing programs into Braille, which can be printed on the embosser.

- **Refreshable Braille Displays:** Provide tactile output of information represented on the computer screen. A Braille “cell” is composed of a series of dots. The pattern of the dots and various combinations of the cells are used in place of letters. Refreshable Braille displays mechanically lift small rounded plastic or metal pins as needed to form Braille characters. The user reads the Braille letters with his or her fingers, and then, after a line is read, can refresh the display to read the next line.

- **Screen Enlargers, or Screen Magnifiers:** Work like a magnifying glass for the computer by enlarging a portion of the screen which can increase legibility and make it easier to see items on the computer. Some screen enlargers allow a person to zoom in and out on a particular area of the screen.

- **Screen Readers:** Used to verbalize, or “speak,” everything on the screen including text, graphics, control buttons, and menus into a computerized voice that is spoken aloud. In essence, a screen reader transforms a graphic user interface (GUI) into an audio interface. Screen readers are essential for computer users who are blind.

- **Text-to-Speech (TTS) or Speech Synthesizers:** Receive information going to the screen in the form of letters, numbers, and punctuation...
marks, and then "speak" it out loud in a computerized voice. Using speech synthesizers allows computer users who are blind or who have learning difficulties to hear what they are typing and also provide a spoken voice for individuals who can not communicate orally, but can communicate their thoughts through typing.

- **Talking and Large-print Word Processors**: Software programs that use speech synthesizers to provide auditory feedback. Large-print word processors allow the user to view everything in large text without added screen enlargement.

(Types of Assistive Technology Products
www.microsoft.com/enable/at/types.aspx)

With the constant evolution of technology, it becomes challenging to remain up-to-date and knowledgeable on AT devices. The World Wide Web offers a variety of ways to stay current in the field of AT. Providers, consumers, parents and advocates of AT devices and services can use these links to increase or share their knowledge and to research answers to questions concerning AT.

AIM-VA: www.aimva.org


National Center for Accessible Media:
http://ncam.wgbh.org/ebooks/comparison.html

Center for Applied Special Technology
http://www.cast.org/research/udl/index.html

### Chart AT Devices

The following tables were written with support from the NIMAS Development and Technical Assistance centers, cooperative agreements between CAST and the U. S. Department of Education, Office of Special Education Programs (OSEP), Cooperative Agreement nos. H327P040003 and H327P040002. The opinions expressed herein do not necessarily reflect the policy or position of the U. S. Department of Education, Office of Special Education Programs, and no official endorsement by the Department should be inferred.
<table>
<thead>
<tr>
<th>Functional Impact Area</th>
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<td><strong>Students with Visual Impairments</strong></td>
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<td>Classroom</td>
<td>Small group; paired reading</td>
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<tr>
<td></td>
<td>Home</td>
<td>Enrichment</td>
<td>Braille Large print Text read aloud - Human voice - Synchronized highlighting (word by word)</td>
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<td>Print Braille Large print DTB e-book</td>
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<td><strong>READING SUPPORT</strong></td>
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<td><strong>Students with Visual Impairments</strong></td>
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<td></td>
<td>Classroom</td>
<td>Small group; Paired reading</td>
<td>Braille Large print Text read aloud Synthetic/human voice - Synchronized highlighting (word by word; sentence by sentence)</td>
<td>Braille reader DTB player *SRS</td>
<td>Print Braille Large print Electronic Braille DTB e-book E-text: HTML, etc.</td>
</tr>
<tr>
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<td>Enrichment; homework</td>
<td>Text read aloud</td>
<td>MP3 player</td>
<td>MP3 audio</td>
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</table>

*Supported Reading Software (SRS) are products that read digital text aloud using computer-generated synthetic speech (text-to-speech or TTS) are generically referred to in this chart using the acronym “SRS.”*
Table 2: Specialized Formats for Students with Specific Learning Disabilities

Table II presents an overview of recommended digital text formats for students with specific learning disabilities in grades 1–12.

<table>
<thead>
<tr>
<th>Functional Impact Area</th>
<th>Environment</th>
<th>Task</th>
<th>Accommodation</th>
<th>Tool(s)</th>
<th>Recommended Format(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING SUPPORT</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>GRADES 1 &amp; 2</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Word recognition; decoding</td>
<td>Classroom</td>
<td>Small group; paired reading</td>
<td>Text read aloud - Human voice - Synchronized highlighting (word by word)</td>
<td>e-book DTB</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Home</td>
<td>Enrichment</td>
<td>Text read aloud - Human voice Synchronized highlighting (word by word)</td>
<td>e-book DTB</td>
<td></td>
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<tr>
<td><strong>READING SUPPORT</strong></td>
<td></td>
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<tr>
<td><strong>GRADES 3–12</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word recognition; decoding; vocabulary; fluency; comprehension</td>
<td>Classroom</td>
<td>Small group; paired reading</td>
<td>Text read aloud - Synthetic/human voice Synchronized highlighting (word by word; sentence by sentence)</td>
<td>e-book DTB e-text: HTML, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Home</td>
<td>Enrichment; homework</td>
<td>Text read aloud - Synthetic/human voice Synchronized highlighting (word by word; sentence by sentence)</td>
<td>e-book DTB E-text: HTML, etc.</td>
<td></td>
</tr>
<tr>
<td>Vocabulary; comprehension</td>
<td>Classroom; Home</td>
<td>Enrichment</td>
<td>Text read aloud</td>
<td>MP3 player</td>
<td>MP3 audio</td>
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</table>
## Students with Physical Disabilities

### ACCESS/SUPPORT GRADES 1 & 2

<table>
<thead>
<tr>
<th>Functional Impact Area</th>
<th>Environment</th>
<th>Task</th>
<th>Accommodation</th>
<th>Tool(s)</th>
<th>Recommended Format(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grasping, positioning print resources; page turning</td>
<td>Classroom</td>
<td>Small group; paired reading</td>
<td>Text read aloud&lt;br&gt;- Human voice&lt;br&gt;- Synchronized highlighting (word by word)</td>
<td>Switch/voice/pointer&lt;br&gt;Accessible DTB player or SRS</td>
<td>DTB e-book</td>
</tr>
<tr>
<td></td>
<td>Home</td>
<td>Enrichment</td>
<td>Text read aloud&lt;br&gt;- Human voice&lt;br&gt;- Synchronized highlighting (word by word)</td>
<td>Switch/voice/pointer&lt;br&gt;Accessible DTB player or SRS</td>
<td>DTB e-book</td>
</tr>
</tbody>
</table>

### ACCESS/SUPPORT GRADES 3–12

<table>
<thead>
<tr>
<th>Functional Impact Area</th>
<th>Environment</th>
<th>Task</th>
<th>Accommodation</th>
<th>Tool(s)</th>
<th>Recommended Format(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grasping, positioning print; page turning</td>
<td>Classroom; home</td>
<td>Small group; paired reading</td>
<td>Text read aloud&lt;br&gt;- Synthetic/human voice&lt;br&gt;- Synchronized high-lighting (word by word; sentence by sentence)</td>
<td>Switch/voice/pointer&lt;br&gt;Accessible DTB player or SRS</td>
<td>DTB e-book E-text: HTML, etc.</td>
</tr>
<tr>
<td>Vocabulary; comprehension</td>
<td>Classroom; home</td>
<td>Enrichment</td>
<td>Text read aloud&lt;br&gt;- Human voice&lt;br&gt;- Synchronized highlighting (word by word)</td>
<td>Switch/voice/pointer&lt;br&gt;Accessible MP3 player</td>
<td>MP3 audio</td>
</tr>
</tbody>
</table>
Assistive Technology Resources in Virginia

State Department of Education: Special Education
Assistive Technology Specialist and NIMAS Coordinator
John Eisenberg
Director of Instructional Support and Related Services
Department of Education
P.O. Box 2120
Richmond, VA 23218-2120
(804) 225-3252; (800) 292-3820
E-mail: john.eisenberg@doe.virginia.gov
Web: www.doe.virginia.gov

Programs for Children with Disabilities: Ages 2 through 5
Division of Special Education and Instructional Services
Department of Education
P.O. Box 2120
Richmond, VA 23218-2120
(804) 225-2675; (800) 292-3820
Web: www.doe.virginia.gov

State Vocational Rehabilitation Agency
Virginia Department of Rehabilitative Services
8004 Franklin Farms Drive
Richmond, VA 23229
(804) 662-7000; (804) 662-7081
(800) 552-5019; (800) 464-9950 (TTY)
Web: www.vadrs.org

Programs for Children and Youth who are Blind or Visually Impaired or Deaf-Blind
Virginia Department for the Blind and Vision Impaired
397 Azalea Avenue
Richmond, VA 23227-3600
(804) 371-3140
Web: www.vdbvi.org

Together We Can: Virginia’s Deaf-Blind Project
Partnership for People with Disabilities
Virginia Commonwealth University
700 E. Franklin Street, 10th Floor
P.O. Box 843020
Richmond, VA 23284-3020
(804) 828-8252
Web: www.twc-deafblind.state.va.us
Training and Technical Assistance Centers (T/TAC)
www.ttaonline.org

Programs for Children and Youth who are Deaf or Hard of Hearing
Virginia Department for the Deaf and Hard of Hearing
1602 Rolling Hills Drive, Suite 203
Richmond, VA 23229-5012
(804) 662-9502 (V/TTY); (800) 552-7917 (V/TTY)
Web: www.vddhh.org

University Centers for Excellence in Developmental Disabilities
Partnership for People with Disabilities
Virginia Commonwealth University
700 E. Franklin Street, 10th Floor
P.O. Box 843020
Richmond, VA 23284-3020
(804) 828-3876 (V/TTY); (800) 828-1120
Web: www.vcu.edu/partnership

VATS
Virginia Assistive Technology System
8004 Franklin Farms Drive
Richmond, VA 23229
(804) 662-9990 (V/TTY); (800) 552-5019 (in VA only)
Web: www.vats.org

Technology-Related Assistance – Funding
NewWell Fund
1602 Rolling Hills Drive, Suite 107
Richmond, Virginia 23229
(804) 662-9000; (866) 835-5976
Fax: (804) 662-9533
Web: www.newwellfund.org
Appendix A: Superintendents Memo

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VIRGINIA 23218-2120

ADMINISTRATIVE

TO:    Division Superintendents
FROM:  Billy K. Cannaday, Jr.
        Superintendent of Public Instruction
SUBJECT: National Instructional Materials Accessibility Standard (NIMAS):
        Additional Assurance Required for IDEA Part B Grant

One of the topics addressed by IDEA 2004 is the National Instructional Materials Accessibility Standard (NIMAS), which is designed to streamline access to instructional materials for students who are blind or have other print disabilities (see Attachment B, “NIMAS in IDEA 2004”).

States' Responsibilities

Every state is required to adopt the NIMAS. NIMAS outlines a set of specifications for document source files created by K-12 curriculum publishers or other content producers that can be used to create accessible formats of print instructional materials. Curriculum materials covered by NIMAS include printed textbooks and printed core materials that are written and published primarily for use in elementary and secondary school instruction and that are required by a state or school division for use by students in the classroom. Each state must provide an assurance to the U.S. Department of Education Office of Special Education Programs (US-OSEP) as part of the State's IDEA Part B application that students who need curriculum materials in alternate formats are provided with those formats in a timely manner to ensure access to the general education curriculum.

Each state may choose to "opt-in" or "opt-out" of the National Instructional Materials Access Center (NIMAC). NIMAC will create a national repository of NIMAS source files that can then be converted into formats that are accessible by students who are blind or have other print disabilities (see “Frequently Asked Questions about NIMAS & NIMAC”, Attachment C. Note that this version of the FAQ is a late-stage draft. Answers may change in the future as new information about NIMAS becomes available.) Virginia has decided to "opt-in" and has provided an assurance to US-OSEP regarding our participation in NIMAC. Even though Virginia does not order textbooks for divisions, choosing to participate in NIMAC will help divisions acquire student-ready versions in a more timely and cost-efficient manner.

Divisions will continue to receive instructional material for students who are blind and vision impaired through the Virginia Department for the Blind and Vision Impaired, and those for students with other print disabilities through an agency to be determined. This memo has also been sent to Special Education Directors to make them aware of new requirements.
Divisions' Responsibilities

Each division has the option of participating in NIMAC. Whether a division does or does not participate in NIMAC, the division will be responsible for ensuring that each child who requires instructional materials in an alternate format will receive them in a timely manner. The Virginia Department of Education recommends that divisions choose to participate in NIMAC, because this national effort to centralize the distribution of instructional materials in alternate formats will help guarantee timely provision of such materials to students.

For divisions that choose to participate in NIMAC, contracts with publishers executed on and after December 3, 2006, for textbooks and other printed core materials must include a provision that requires the publisher to produce NIMAS files and send them to the NIMAC (this should not add any cost to the contract). Curriculum publishers have been involved in discussions relating to NIMAS and are well aware of its requirements. An example of contract language used in some states can be found under “Districts’ Responsibilities” at http://www.doe.mass.edu/sped/2006/nimas.html.

In lieu of, or in addition to, choosing to participate in NIMAC, each LEA may contract with curriculum publishers directly to purchase accessible, student-ready versions. In most cases, however, you will find that publishers will not have such versions for sale.

Required Documentation

Attached is a one-page form entitled “NIMAC Participation Assurance Statement” (Attachment A). The superintendent of each division is required to review this assurance statement, and to indicate if you will "opt-in" to the NIMAC or “opt-out.” If you “opt-out”, you must still provide materials in an alternate format and in a timely manner. Please complete the assurance statement (attached), and return it before November 6, 2006, to: Debbie Pfeiffer, Virginia Department of Education, P.O. Box 2120, Richmond, VA  23218-2120.

For more information:
- To learn more about NIMAS, please refer to http://nimas.cast.org
- To learn more about the NIMAC, please refer to http://nimac.us
- One-hour telephone conference calls with the Virginia Department of Education personnel to address your questions regarding NIMAS/NIMAC requirements and textbook procurement are scheduled for October 31, 2006. School divisions are asked to assemble their representatives at one location, use a speakerphone, and participate at the time assigned below. Divisions are assigned a time according to the beginning letter of their school division/state operated program name. At the appointed calling time, the caller should dial 497-3932 if it is a local call to Richmond, and 1 800 337-3137 if it is long distance. Enter passcode 4059.

<table>
<thead>
<tr>
<th>Time</th>
<th>School Divisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 a.m. – 10:00 a.m</td>
<td>A – G</td>
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<tr>
<td>11:00 a.m. – 12 noon</td>
<td>H – P</td>
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<tr>
<td>2:00 p.m. – 3:00 p.m.</td>
<td>R – Y</td>
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</tbody>
</table>

BKCJr/dlp

Attachments:

Appendix B: Policy on Accessible Instructional Materials

VIRGINIA DEPARTMENT OF EDUCATION
Policy on Accessible Instructional Materials
May 7, 2008[effective date]

Pursuant to the Individuals with Disabilities Education Act's (IDEA) mandate, the Virginia Department of Education (VDOE) shall provide instructional materials to students with disabilities who need accessible versions of print instructional materials pursuant to an individualized education program (IEP) developed for the student under IDEA.2

1. Publishers shall grant permission to the VDOE shall obtain through an executed Memorandum(a) of Agreement (“MOA”) with publishers the authority to have adopted instructional materials converted into accessible formats, including transcribed into Braille, large print, digital audio formats, and electronic text formats for each individual eligible student identified by the local school division. The MOA must provide that VDOE will bear no, without penalty, legal or otherwise, for such a conversion. The MOA must also provide that the publisher agrees to indemnify VDOE should a legal action arise.

   a. Contracts with publishers of core instructional materials, including textbooks, approved by the Virginia Board of Education must require the publisher to furnish electronic files in the National Instructional Materials Accessibility Standards (NIMAS) format that will then be deposited in the National Instructional Materials Accessibility Center (NIMAC) from which accessible versions of the particular core instructional material may be only produced for each qualified student, as defined by NIMAC’s User Agreement and the local school division. Publishers shall deliver the NIMAS files on or before the date of delivery of the printed core instructional material.

   b. Contracts with publishers of core instructional materials, including textbooks, approved by the Virginia Board of Education must also require the publisher to furnish electronic files in the National Instructional Materials Accessibility Standards (NIMAS) format to the Accessible Instructional Materials Center of Virginia (AIM-VA) from which accessible versions of the particular core instructional material may be only produced for each individual student with disabilities, pursuant to an IEP. Publishers must deliver the NIMAS files on or before the date of delivery of the printed core instructional material.

   c. Contracts with publishers with publishers must stipulate that electronic files may be copied and distributed through the AIM-VA to a local school division, upon request, for instructional use for a designated student with a disability who requires the use of accessible instructional materials, pursuant to an IEP.

2. The VDOE shall adhere to the following procedures to prevent copyright violations in the creation and provision of accessible materials:

2 This provision and the subsequent provisions in this document apply also to students with disabilities who are served under a 504 Plan pursuant to the Rehabilitation Act of 1973, as amended.
a. AIM-VA will only receive, copy, convert and/or distribute instructional materials downloaded from NIMAC or obtained by any Memorandum(a) of Agreement obtained by VDOE to lawfully copy, reproduce, convert and distribute the adopted instructional materials for use in accordance with NIMAS provisions. AIM-VA shall not, however, copy, convert or distribute any adopted instructional materials which are not precipitated by Section 2b the contractual agreement of this policy and are not specifically referenced in a MOA executed by VODE and the publisher. AIM-VA authority to distribute the converted materials is strictly governed by the provisions of NIMAC and the applicable MOA.

b. For a student who, pursuant to an IEP, requires the use of accessible instructional materials that are available or will be available through AIM-VA, then the local school division shall follow these guidelines in conjunction with its request to AIM-VA:

1. The IEP team must document in the child's IEP that the student has a need for accessible instructional materials.

2. Unless waived by the publisher in writing, the local school division must purchase, or have purchased, a print copy of the core instructional material for each student for whom it requests an accessible format.

3. Each local school division shall designate Digital Rights Manager (DRMs) responsible for managing copyright compliance.

4. Each accessible instructional material must be assigned directly to one particular student using that student's unique testing identifier (STI) to ensure that non-eligible students are not permitted access to the material.

5. A series of security features must be embedded in electronic versions of accessible instructional materials to ensure time-limited use designed to limit the use to only the designated student.

c. For a student who, pursuant to an IEP, requires the use of accessible instructional materials that are not available through AIM-VA, then the local school division and/or student's teacher shall be required to follow these guidelines in making necessary and reasonable accommodations for providing the student with the required accessible instructional materials within the parameters permitted by the "fair use" exception to the Copyright Act, 17 U.S.C. 107:
(1) The IEP team must document in the child's IEP that the student has a need for accessible instructional materials.

(2) The local school division must have purchased a print copy of the core instructional material from which it will create an accessible format.

(3) The Digital Rights Manager responsible for managing copyright compliance shall evaluate the provision of the accessible instructional materials to the designated student.

(4) Each accessible instructional material will be assigned directly to one particular student using that student's unique testing identified (STI) to ensure that non-eligible students are not permitted to access the material.

The local school divisions are advised to consult independently with their respective legal counsel to ensure full compliance with this Policy, IDEA and NIMAS provisions.

Contact Information
For matters related to this policy:

John Eisenberg, VDOE Specialist
Phone: 804-225-2771
Email: John.Eisenberg@doe.virginia.gov

H. Douglas Cox, Assistant Superintendent,
Special Education and Student Services
Phone: 804-225-3252
Email: Doug.Cox@doe.virginia.gov
TO: Division Superintendents

FROM: Billy K. Cannaday, Jr.
Superintendent of Public Instruction

SUBJECT: Provision of Instructional Materials for Students with Print Disabilities

On May 12, 2008, the Accessible Instructional Materials Center of Virginia (AIM-VA) located at George Mason University (GMU) will be available to take orders for textbooks and core instructional materials that need to be converted into alternate formats (Braille, Large Print, Electronic Text, and Audio) for students with print disabilities for the 2008-2009 school year. The overall mission of AIM-VA is to develop and implement a statewide library system that is capable of producing and distributing accessible educational materials, consistent with the National Instructional Materials Accessibility Standards (NIMAS) under the Individual with Disabilities Education Act (IDEA). This requirement assures students with print disabilities have available to them accessible instructional materials in accordance with their IEP in a timely manner.

AIM-VA replaces the traditional process of ordering instructional materials for students with disabilities in Virginia, including students with visual impairments who need large print and Braille. All materials traditionally ordered from the Department for the Blind and Vision Impaired as well as Recording for the Blind and Dyslexic Regional Unit of the Virginias and Carolinas will now go through AIM-VA.

AIM-VA will provide services to all Virginia school divisions, private schools, regional and state operated programs. Home schooled students will also be eligible for AIM-VA services.

To inform Local Education Agencies in detail about AIM-VA, the Division of Special Education & Student Services has prepared an implementation manual "Accessible Instructional Materials for Students with Disabilities" that addresses the new policies and procedures for ordering alternate formats of textbooks and core instructional materials. Please consult the section of the manual on eligibility and the role of the IEP to assist in the determination of who qualifies for services. The implementation manual offers background information, technical support, and links to related resources. It may be found at www.aimva.org under “Training Tools”. The same section of the Website offers a number of instructional materials that serve as training tools.

Before a school can request and receive materials from AIM-VA, the division superintendent must designate a staff person(s) to be a Digital Rights Manager (DRM). The DRM is a local school level staff person deemed by the superintendent to be responsible for monitoring and
documenting copyright compliance within the school. Larger school divisions may elect to appoint multiple DRMs. The DRM must request, receive, and track the usage of copyrighted accessible instructional materials for students with print disabilities. The instructions to designate and register the DRMs are in attachment A.

Efforts are underway to educate parents, teachers, and administrators about the new resource. AIM-VA will be working directly with schools to ensure continuity in instructional resources for students with print disabilities. AIM-VA and its collaborating partners will participate in presentations to educate Digital Rights Managers about accessing alternate formats and technology used by students with print disabilities. The AIM-VA team will be presenting further training through regional sessions in the fall of 2008 to clarify the process and help students, parents, and administrators access the resources.

Additional information may be found at www.aimva.org. If you have questions or need additional information, please contact the following individuals:

Questions about AIM-VA:
Joyce Sharp – (540) 948-6938 E-mail: Jsharp1@gmu.edu

Questions about placing orders online and registering Digital Rights Manager(s):
Jackie Petersen – 1-866-926-1879 E-mail: jpetersk@gmu.edu

General Questions:
John Eisenberg - (804) 225-2711 E-mail: john.eisenberg@doe.virginia.gov

**Attachment A:**

The superintendent will need to register by going to (www.aimva.org) and click on superintendent login. To register, a superintendent will input their email address (i.e. John.Eisenberg@doe.virginia.gov) and then enter a password. The password is the first part of the email address (i.e. John.Eisenberg.) Upon logging in, you will be asked to change your password and submit updated mailing information prior to registering DRMs. The database is limited to registering 5 DRMs at a time; therefore it may be necessary for you to log in several times. When registering DRMs, you will need the DRM's name, email address, and phone number for each DRM you wish to register. Upon completion of registration, the DRM will receive an email message confirming their registration and providing a randomly selected secure password for them to log in. Those having trouble accessing this application should contact AIM-VA by e-mail (aimva@gmu.edu) or call 866-926-1879.

The DRMs will receive an e-mail notification of their appointment. Upon completion of the registration of a DRM, appropriate rights to access the AIM-VA library will be granted. The DRM can then use the "Request Materials" section to indicate which texts and accessible formats are needed.
Glossary

Accessibility
In the context of technology, accessibility most commonly refers to providing access for all people to electronic environments, including people with disabilities. Designing files for the way that screen readers, text browsers, and other adaptive technologies interact with them; choosing contrasting colors for readability, and providing alternative text tags for graphics are examples of making electronic files more accessible.

AEP (Association of Educational Publishers)
The Association of Educational Publishers (AEP) is a national, non-profit professional organization for publishers of educational materials.

http://www.edpress.org

AFB (American Foundation for the Blind)
The American Foundation for the Blind is a non-profit organization that expands possibilities for people with visual impairments. AFB has been advocating for the rights of people who are blind or visually impaired for more than 80 years.

http://www.afb.org

Alt Tag (Alternative Text)
An alt tag is a brief description of a single image designed to be read by a screen reader as an alternative to that image. Alt tags are approximately 4–10 words long and state the type of image and a brief summary of it; when possible the alt tag expresses the purpose of the image as well. Alt tag text does not interpret an image (i.e., smiling, not happy). A producer's note (prod note) or long description (LD) is used to provide a full or comprehensive description of an image, chart, or graph.

AMPs (Accessible Media Producers)
Accessible media producers (AMPs) produce Braille, audio, digital text, or large print formats of print instructional materials exclusively for use by blind or other persons with print disabilities. Accessible media producers are eligible to download files directly from the NIMAC as agents of authorized users.

APH (American Printing House for the Blind)
American Printing House for the Blind (APH) is the world's largest non-profit organization creating educational, workplace, and independent living products and services for people who are visually impaired.

http://www.aph.org

ATIA (Assistive Technology Industry Association)
The Assistive Technology Industry Association (ATIA) is a non-profit membership organization of manufacturers, sellers, and providers of technology-based assistive devices and/or services. [http://www.atia.org](http://www.atia.org)

**Audio Recording (RFB&D)**
Recorded Audio Books are audio-only human voice recordings that require specialized hardware—desktop or portable "players"—or Audio Plus-compatible computer software for playback.

**Authorized Entity**
Authorized entities are referred to in the Copyright Act of 1931 as Amended of 1996 and are defined therein as—"'authorized entity' means a non-profit organization or a governmental agency that has a primary mission to provide specialized services relating to training, education, or adaptive reading or information access needs of blind or other persons with disabilities."

**Authorized User**
An authorized user is an agent of a coordinating agency with access to the NIMAC database who may download NIMAS-conformant files in accordance with established agreements.

**Blind or Other Persons with Print Disabilities**
IDEA includes a definition of students who may be provided with accessible textbooks created with NIMAS files from the NIMAC. That definition used within the legislation is—"Blind or other persons with print disabilities," which means children served under IDEA and who may qualify in accordance with the act entitled "An Act to Provide Books for the Adult Blind," approved March 31, 1931 (2 U.S.C. 135a; 46 Stat. 1487) to receive books and other publications produced in specialized formats." This means that eligible students must qualify under both IDEA and the 1931 Act, which is administered by the Library of Congress.

**Braille**
Braille is a hard copy system of touch reading for persons who are blind that employs embossed dots evenly arranged in quadrangular letter spaces or cells. In each cell, it is possible to place six dots, three high and two wide. By selecting one or several dots in characteristic position or combination, 63 different characters can be formed.

**BRF (Digital Braille)**
Braille Ready File (.brf) is a specialized digital text format used to create Braille. A BRF file type, also known as a Braille intermediate format file, uses Grade II Braille and can be used with common Braille devices or Braille printers.

**CAST (Center for Applied Special Technology)**
CAST is a non-profit organization that works to expand learning opportunities for all individuals, especially those with disabilities, through the research and development of innovative, technology-based educational resources and
strategies. The NIMAS Development and Technical Assistance centers are housed at CAST in Wakefield, MA.

https://www.cast.org

Copyright Act of 1931 as Amended (Chafee Amendment)
A 1996 Copyright Law Amendment allowing “authorized entities to reproduce or distribute copies or phonorecords of previously published nondramatic literary works in specialized formats exclusively for use by blind or other persons with disabilities.”

http://www.loc.gov/nls/reference/factsheets/copyright.html

DAISY (Digital Accessible Information System)
DAISY is often used to refer to a standard for producing accessible and navigable multimedia documents. In current practice, these documents are Digital Talking Books, digital text books, or a combination of synchronized audio and text books.

Digital Talking Book (DTB) - DAISY
A Digital Accessible Information System (Daisy) Talking Book (DTB) is a digital or human voice recording of the full electronic text with the capability to navigate and bookmark sections of the book. DTBs provide alternate text descriptions of graphics within the document and are synchronized with the text.

DAISY Consortium
The DAISY Consortium was formed for the purpose of establishing the International Standard for the production, exchange, and use of the next generation of Digital Talking Books (DTBs). The DAISY Consortium is made up of organizations throughout the world who serve persons who are blind or print disabled. The object of the DAISY Consortium is to improve access to all kinds of information for blind and print-disabled people.

http://www.daisy.org

DRM (Digital Rights Management)
Digital Rights Management systems are authorizing technologies implemented by rights holders and/or publishers to limit the distribution and use of proprietary content. Examples of DRM systems are—encryption (securing content as a locked file requiring a hardware or software-based “key” for unlocking), watermarking (the imprinting of identifying information on digital files), fingerprinting (the association of specific user data with a particular file or collection of files). DRM systems can employ one or all of these approaches.

DTD (World Wide Web Consortium)
This is a formal definition of a discrete set of XML tags, usually targeted at a particular type of application. For example, the Document Type Definition for the Digital Talking Book would define tags for things one finds in a book, e.g., chapter, paragraph, footnote, jacket, etc.

DTB (Digital Talking Book)
A Digital Talking Book is envisioned to be, in its fullest implementation, a group of digitally encoded files containing an audio portion recorded in human speech;
the full text of the work in electronic form, marked with the tags of a descriptive mark-up language; and a linking file that synchronizes text and audio portions. In a digital talking book, a reader has random access to book sections via a table of contents. The digitization of books intended for persons with disabilities provides opportunities to increase the quality and availability of information to print-disabled persons.

**E-Book (Electronic Book)**
An electronic version of a book that can be retrieved by and read by a computer.

**Element**
An element is any identifiable object within a document, for example, a character, word, image, paragraph, or spreadsheet cell. In XML, an element refers to a pair of tags and their content, or an "empty" tag—one that requires no closing tag or content.

**E-Text (Electronic Text)**
A book, article, or other published material that can be retrieved by and read via a computer.

**FAPE (Free Appropriate Public Education)**
Special education and related services provided at public expense, under public supervision and direction, and without charge as mandated by IDEA.

**Grade II Braille/Contracted Braille**
Braille characters are much larger than their printed equivalents, and the standard 11" x 11.5" (28 cm x 30 cm) page size used for Braille has room for only 25 lines of 43 characters. To reduce space and to increase potential reading speed, virtually all Braille books are transcribed in what is known as Grade II Braille or Contracted Braille, which uses a system of contractions to reduce space and potentially speed the process of reading.

**HTML (Hypertext Markup Language)**
HTML is a non-proprietary format based on SGML, and can be created and processed by a wide range of tools from simple to complex. HTML uses tags such as "<h1>" and "</h1>" to structure text into headings, paragraphs, lists, links, etc.

**IDEA (Individuals with Disabilities Education Act)**
Recently reauthorized as the Individuals with Disabilities Education Improvement Act in 2004, IDEA is a federal law governing the rights of children with disabilities to receive a free appropriate public education (FAPE) in what is termed a least restrictive environment (LRE).


**Large Print**
Large print is defined as print for text passages that is larger than the commonly used print and font sizes from eight to twelve points in size. For most textbooks, large print font will be eighteen points.
LEA (Local Education Agency)
A local educational agency (LEA) is a public board of education or other public entity legally authorized for either administrative control or direction of publicly funded schools, including school corporations and state-operated schools.

LRE (Least Restrictive Environment)
A Least Restrictive Environment (LRE) refers to educational settings and means, in effect, that each identified child with special needs, to the maximum extent possible, shall be educated with children who are not disabled.

LUA (Limitation of Use Agreement)
A legal agreement between authorized users and the NIMAC ensuring that NIMAS filesets will be converted for the exclusive purpose of producing accessible instructional materials for blind or other persons with print disabilities in elementary and secondary schools, as defined in section 674(e)(3) of IDEA.

Microsoft Word Document
A Microsoft Word Document is optimized by using solid black, sans serif font to enhance legibility, and unless font color is needed for instruction and active hyperlinks. The file is left justified for readability.

NIMAC (National Instructional Materials Access Center)
The National Instructional Materials Access Center (NIMAC) is a central national repository established at the American Printing House for the Blind (APH) to store and to maintain NIMAS file sets. It features an automated system for allowing publishers to deposit NIMAS-conformant files within the repository. Files are checked to confirm that they are valid NIMAS-conformant files and then cataloged in a web-based database. Those who have been authorized for access have user identifications and passwords. These authorized users may search the NIMAC database and directly download the file(s) they need to convert into accessible instructional materials for those students who are in elementary and secondary schools and have qualifying disabilities.

NIMAS (National Instructional Materials Accessibility Standard)
NIMAS refers to a collection of consistent and valid XML-based source files created by K-12 curriculum publishers. From these well-structured source files, accessible, student-ready alternate-format versions of textbooks and core materials (e.g., braille, e-text, Digital Talking Book, etc.) can subsequently be created and distributed to qualified students with print disabilities. NIMAS files are not student-ready versions. IDEA 2004, P.L. 108-446, establishes the NIMAS as a national standard and requires states and local districts to adopt the NIMAS for providing textbooks and instructional materials to students who are blind or print-disabled.

NIMAS-Conformant Files
Accessible Instructional Materials for Students with Disabilities in Virginia
The NIMAS outlines a set of consistent and valid XML-based source files created by K–12 curriculum publishers or other content producers. NIMAS-conformant source files can be used to create accessible specialized formats (e.g., braille, audio, digital, large-print, etc.) of print-based instructional materials. A complete NIMAS-conformant set of files includes XML content files, a package file, images, and a PDF file of the source content’s title page (or whichever page contains ISBN and copyright information).

**NIMAS-VA format**
NIMAS-VA format is a standard NIMAS (National Instructional Materials Accessibility Standard) file that has been modified to include Virginia’s Copyright Statement. When the NIMAS-VA files are converted, this page is displayed before all other information within the original NIMAS file. This is to protect the original information and ensure that it is used only for those students who are eligible under the Copyright Act of 1931 as amended (Chafee Amendment).

**OCR (Optical Character Reader)**
Optical character readers are devices that can optically analyze a printed text, recognize its letters or other characters, and store this information as a computer text file. OCRs are usually limited to recognizing the styles and sizes of type for which they are programmed.

**OSEP (Office of Special Education Programs)**
The Office of Special Education Programs (OSEP) is maintained by the Office of Special Education and Rehabilitative Services (OSERS) of the U.S. Department of Education. OSEP provides leadership and financial support to assist states and local districts in improving results for infants, toddlers, children, and youth with disabilities (ages birth through 21). OSEP also administers the Individuals with Disabilities Education Act (IDEA).

[http://www.ed.gov/about/offices/list/osers/osep/index.html](http://www.ed.gov/about/offices/list/osers/osep/index.html)

**OSERS (Office of Special Education and Rehabilitative Services)**
An office within the U.S. Department of Education, OSERS supports programs that help educate children and youth with disabilities, provides for the rehabilitation of youth and adults with disabilities, and supports research to improve the lives of individuals with disabilities.

[http://www.ed.gov/about/offices/list/osers/index.html](http://www.ed.gov/about/offices/list/osers/index.html)

**Package File**
A package file describes a publication. It identifies all other files in the publication and provides descriptive and access information about them. A NIMAS-conformant file set must include a conforming package file using the file extension OPF.

**PDF - Accessible**
A PDF that provides the electronic translation of images of printed text into editable/readable text is considered an Accessible PDF. Stationary or portable
PDF – Fully Accessible
A PDF that provides the electronic translation of images of printed text into editable/readable text and is optimized by adding "tags" to the file is considered an accessible PDF. Tags store information such as header locations, hyperlinks, and alternative text descriptions for graphics and substantially increase accessibility. Stationary or portable computer assistive technology interprets the text and can be read using screen readers and text-to-speech technologies.

PDF (Portable Document Format)
Portable Document Format. A universal computer file type used to exchange and view documents on any computer that has the free Adobe Acrobat Reader or free Foxit Reader software installed.
http://www.adobe.com/products/acrobat/readstep2.html

Print Instructional Materials
IDEA 2004 indicates that the term "print instructional materials" includes printed textbooks and related printed core materials that are written and published primarily for use in elementary school and secondary school instruction and are required by a SEA or LEA for use by students in a classroom.

Rich Text Format (RTF)
Rich Text Format (RTF) is a document file of text and graphics developed for easy transfer of documents between applications, platforms (i.e., MS-DOS®, Windows, OS/2, Macintosh), and different output devices. RTF files have a file type of "RTF." Software programs such as eReader (CAST) and READ:Outloud (Don Johnston, Inc.) read RTF files for text-to-speech access.

SEA (State Education Agency)
An SEA is an agency primarily responsible for the supervision of a state's or territory's public elementary and secondary schools.

Tactile Graphics
Tactile graphics are images designed to be touched rather than seen.

Tag
A descriptive mark-up component delimiting the start and end (including its generic identifier and any attributes) of an element.

UDL (Universal Design for Learning)
Universal Design for Learning encourages offering — Multiple means of representation to give learners various ways of acquiring information and knowledge, Multiple means of expression to provide learners alternatives for demonstrating what they know, and Multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn. Using UDL principles in a classroom removes obstacles to curriculum access and
provides students with alternative methods to demonstrate what they know. It acknowledges that there is more than one way to learn and respects individual learning style differences.

http://www.cast.org/research/udl/index.html

**W3C (World Wide Web Consortium)**

The W3C is an international consortium founded in 1994. Its mission is to promote the evolution and ensure the interoperability of the World Wide Web. Working with the global community, the Consortium produces specifications and reference software for free use around the world. The World Wide Web Consortium established the Web Accessibility Initiative (WAI) in 1997. Changing the Web's underlying protocols, applications and, most importantly, the way content is developed, can significantly improve access to the Web by people with disabilities. The WAI has working groups developing comprehensive and unified sets of accessibility guidelines for content accessibility, browser accessibility, and authoring tool accessibility.

http://www.w3.org

**XML (EXtensible Markup Language)**

XML is a universal format for structured documents and data on the Web. It is a set of rules, guidelines, and conventions for designing text formats for data in a way that produces files that are easy to generate and read (by a computer), that are unambiguous, and that avoid common pitfalls such as lack of extensibility, lack of support for internationalization/localization, and platform-dependency. Like HTML, XML makes use of tags (terms bracketed by "<" and ">") and attributes (of the form name="value"), but while HTML specifies what each tag and attribute means (and often how the content between them will look in a browser), XML uses tags only to delimit pieces of data and leaves the interpretation of the data completely to the application that reads it. The separation of content and its presentation is a primary advantage of XML.