

Combined ICAM/IERC NIMAS Forms:

Acronyms:

Accessible Educational Materials (**AEM**)

Case Conference Committee (**CCC**)

Digital Rights Manager (**DRM**)

Indiana Center for Accessible Materials (**ICAM**)

Indiana Educational Resource Center (**IERC**)

Individualized Education Program (**IEP**)

National Instructional Materials Accessibility Standard (**NIMAS**)

Teacher of Record (**TOR**)

Visual Impairment (**VI**)

Overview:

The ICAM has provided the [AEM Instructional Guide](#) and [ICAM/IERC NIMAS Forms](#) to help the CCC in the determination of a print disability and in deciding appropriate accommodations. During this process, the ICAM/IERC NIMAS Forms should be filled in and uploaded to the Indiana IEP program.

You may continue to utilize the forms independently, or you may use this new combined forms PDF that contains all of the student data in one document.

In either case, if the DRM is *not* the student's TOR, then the form(s) must be shared with the DRM in order for the DRM to Add/Update students and place orders in [ICAM Web Ordering](#).

Please contact [Sandy Stabenfeldt](#), ICAM Digital Services Specialist with any questions or concerns.



Clear Form Button:

SPECIAL CONSIDERATION FACTOR: NEED FOR ACCESSIBLE EDUCATIONAL MATERIALS (AEM) / CHAFEE QUALIFICATION

ICAM/IERC NIMAS FORM 1

*****CONFIDENTIAL****

STUDENT INFORMATION:

First Name: MI: Last Name:

STN: Date:

DECISION MAKERS: CASE CONFERENCE COMMITTEE (CCC) MEMBERS:

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

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

Yes No

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

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

Yes No

Student receives special education services as a student with a Specific Learning Disability (SLD) in the area of reading and requires accessible formats to access the curriculum. Dyslexia is the most frequently identified reading disability.

Yes No

Student receives special education services as a student with one of the special education eligibility criteria of Article 7 as their primary disability and also presents a reading disability. The Indiana Department of Education defines a reading-based disability as follows. A reading-based disability may affect a student's ability to decode, read with fluency, understand text that is decoded, or a combination of these. Having a reading-based disability means that there is strong evidence of the persistence of the disability despite intensive, targeted instruction. There should be documentation of the interventions used and formative assessment data on the effect of each intervention. Evidence of a reading-based disability should have been documented in grades K-2 and reflected in such difficulties as difficulty learning letters or letter sounds, difficulty in learning sight words, and difficulty in phoneme blending.

Yes No

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

Please note that Competent Authority is defined to include **Educators, School Psychologists, and Certified Reading Specialists**.

Others may include a doctor of medicine, doctor of osteopathy, ophthalmologist, optometrist, registered nurse, therapist, professional staff of hospitals, institutions, and public or welfare agencies (such as a social worker, case worker, counselor, rehabilitation teacher, psychologist, superintendent, or librarian).

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

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

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

Student is not eligible for Chafee qualified services.

The CCC may determine the student will benefit from specialized formats due to inefficient use of print, but is not Chafee Qualified. In this case, the Local Education Agency (LEA) is still obligated to provide the accessible format(s) of print instructional materials to the student in a timely manner. Please contact the [ICAM staff](#) for guidance.

DETERMINATION OF ACCESSIBLE FORMATS

ICAM/IERC NIMAS FORM 2

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STUDENT INFORMATION:

First Name: MI: Last Name:

STN: Date:

PLEASE CHECK ONE:

Chafee Qualified

Not Chafee Qualified, but requires accessible format(s)

ACCESSIBLE FORMATS:

Braille Large Print Audio Digital Text

If the accessible format selected is **large print**, the **Case Conference Committee must consider the potential harmful effects** on the student or the quality of services that they need in the placement chosen. The harmful effects, if any, will depend on the individual student. Whether or not potential harmful effects exist must be noted on the Individualized Education Program (IEP). Some potential harmful effects to consider are, but not limited to:

- **Decreased access to full instructional opportunities.**
- **Diminished access to the full range of the curriculum.**
- **Lack of opportunities for social interaction.**
- **Decreased self-esteem.**
- **Stigmatization and/or isolation from peers.**

Yes No The **Case Conference Committee** has considered the **potential harmful effects** on the student in providing large print formats of Accessible Educational Materials (AEM) and certifies that the selection is appropriate. Please note that only one copy of Braille and large print materials can be ordered from the Indiana Center for Accessible Materials (ICAM.)

Yes No This student requires the use of tactile graphics.

Accessible formats of AEM are needed for use (check all that apply):

At School

At Home

Other

If other, please explain:

COMPLETE AT THE END OF EACH SCHOOL YEAR

Yes No Did the use of AEM benefit the student? If yes, describe:



ADD/UPDATE STUDENT DATA
ICAM/IERC NIMAS FORM 3A
CONFIDENTIAL

STUDENT INFORMATION (ALL REQUIRED)

STN:

First Name:

MI:

Last Name:

Date of Birth:

Gender:

Current School Year:

School Building:

County Code:

Grade:

IEP INFORMATION

Current IEP Date:

Current Evaluation on File

Functional Literacy Assessment on File **(for large print requests and VI only)**

Chafee Qualified Print Disability **(Current IEP & Competent Authority Certification on File) [Required]**

Not Chafee Qualified, but requires accessible format(s) **(IEP on file)**

Accessible Formats Needed:

Braille

Large Print

Audio

Digital File

VI Student Information Only* (Choose 1 Listed Below)

Student is Blind*

Student has Low Vision*

Eye Doctor Report on

File*

Current Corrected Distance Vision*:

Right Eye

(OD): Left Eye

Restricted Visual Field 20 degrees or less:

Yes If yes, provide degree of vision loss:

No

Reading Media (for APH reporting purposes only)

Primary Reading Media:

Primary Codes:

Braille=B

Visual=V

Auditory=A

Prereader=P

Nonreader=N

Secondary Reading Media:

Secondary and Third Codes:

Braille=B

Visual=V

Auditory=A

Not Applicable=NA

Third Reading Media:

Secondary Reading Factors:

After this form is completed and uploaded to the student's IEP, then a copy must be sent to the LEA's Digital Rights Manager (DRM) if the DRM is not the Teacher of Record.

TEXTBOOK AND SUPPLEMENTAL READING REQUEST FORM

ICAM/IERC NIMAS FORM 3B

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STUDENT INFORMATION (ALL REQUIRED):

First Name:

MI:

Last Name:

STN:

ICAM/IERC Request: Please enter as much information as possible.

Title	Publisher	Edition	Copyright Date	ISBN (10 digits)	ISBN (13 digits)	Textbook Grade Level	Accessible Format Needed	Date Needed By

School Name:	Teacher Responding:	Contact Email Address:

IERC EQUIPMENT REQUEST FORM
ICAM/IERC NIMAS FORM 3C
*****CONFIDENTIAL*****

STUDENT INFORMATION (ALL REQUIRED):

First Name:

MI:

Last Name:

STN:

ICAM/IERC Aids and Equipment Request Form (VI Only) Hyphens Required for APH Catalog Orders

APH Catalog #	Quantity	Description	Date Needed By

Ship to Address (School building name included)	Ship to Contact Person	Contact Phone #



ELIGIBILITY AND CERTIFICATION FOR ACCESSIBLE EDUCATIONAL MATERIALS (AEM)

ICAM/IERC NIMAS FORM 4

*****CONFIDENTIAL*****

The Individuals with Disabilities Education Act (IDEA) 2004 includes a definition of students who may be provided with accessible textbooks and related core content created with National Instructional Materials Accessibility Standard (NIMAS) conformant files from the National Instructional Materials Access Center (NIMAC). That definition, used within the legislation, is "blind or other persons with print disabilities." This refers to students served under the IDEA who may qualify under 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 accessible formats [674(e)(3)(A)].

To qualify to receive K-12 textbooks and core instructional materials in accessible formats from the Indiana Center for Accessible Materials (ICAM), the student must have: (1) an Individualized Education Program (IEP); and (2) a certification of a print disability, by a certified Competent Authority, on file with the school district.

Competent Authority is defined to include **Educators, School Psychologists, and Certified Reading Specialists**. Others may include a doctor of medicine, doctor of osteopathy, ophthalmologist, optometrist, psychologist, registered nurse, therapist, and professional staff of hospitals, institutions, and public or welfare agencies (such as a social worker, caseworker, counselor, rehabilitation teacher, psychologist, superintendent, or librarian).

To receive Accessible Educational Materials (AEM) of K-12 print instructional materials from the ICAM, the rest of this form must be completed by the appropriate competent authority.

I certify that the student named below is unable to read or use standard printed materials for the reason(s) indicated:

Qualification:	Description:
Blindness	Visual acuity of 20/200 or less in the better eye with correcting glasses, or the widest diameter of visual field subtending an angular distance no greater than 20 degrees.
Visual Disability	Inability to read standard printed material without aids or devices other than regular glasses.
Physical Disability, Orthopedic, or Other Health Impairment (OHI)	Inability to read or use standard printed material as a result of physical disability.
Specific Learning Disability (SLD) in Reading OR Student receives special education services as a student with one of the special education eligibility criteria of Article 7 as their primary disability and also presents a reading disability.	A reading-based disability may affect a student's ability to decode, read with fluency, understand text that is decoded, or a combination of these. Having a reading-based disability means that there is strong evidence of the persistence of the disability despite intensive, targeted instruction. There should be documentation of the interventions used and formative assessment data on the effect of each intervention. Evidence of a reading-based disability should have been documented in grades K-2 and reflected in such difficulties as difficulty learning letters or letter sounds, difficulty in learning sight words, and difficulty in phoneme blending. Dyslexia is the most frequently identified reading disability.

Student First Name:

Student MI:

Student Last Name:

Business/Organization Name:

Address:

City:

State:

Zip:

Office Phone:

Mobile Phone:

Certifying Authority Title:

Signature of Certifying Authority:

Date:

