

# 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  <b>OR</b>  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:

