

Required Contract Language: NIMAS (Special Education)

By agreeing to deliver the materials marked with “NIMAS” on this contract or purchase order, the publisher agrees to prepare and submit, on or before ___/___/___, a NIMAS file set to the NIMAC that complies with the terms and procedures set forth by the NIMAC. The publisher also agrees to mark up materials eligible for NIMAS submission that contain mathematical and scientific instructional content by using the MathML3 (refer to latest applicable version) module of the DAISY/NIMAS Structure Guidelines as posted and maintained at the DAISY Consortium website (<http://www.daisy.org/z3986/structure/SG-DAISY3/index.html>). Should the vendor be a distributor of the materials and not the publisher, the distributor agrees to notify the publisher immediately of its obligation to submit NIMAS file sets of the purchased products to the NIMAC. The files will be used for the production of alternate formats as permitted under the law for students with print disabilities.

Sample Supplemental Contract Language: Digital Instructional Materials

Vendor represents that the digital instructional materials delivered under this contract or purchase order conform to, at a minimum, the standards for accessibility as set forth in

- Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d), and its implementing regulations (36 C.F.R. § 1194); or
- Web Content Accessibility Guidelines (WCAG) 2.0 (minimum of Level AA conformance).

Should any portion of the materials not conform to the aforementioned standards of accessibility, vendor agrees to provide a written explanation of the reason for nonconformance. Submission of a complete Voluntary Product Accessibility Template (VPAT) will satisfy the requirement to provide a written explanation. Vendor further agrees to provide alternative means for access to the instructional materials during the period of nonconformance to students who may qualify in accordance with An Act to Provide Books for the Adult Blind approved March 3, 1931 (2 U.S.C. 135a).

Request Accessibility Information

It is expected that accessibility information about their products will be made available from publishers/developers and that their representatives are aware of and can explain it. States and districts should consider requesting a Voluntary Product Accessibility Template (VPAT). For a sample VPAT, see <http://www.state.gov/m/irm/impact/126343.htm>.

Additional Resources

- The AIM Center at CAST—<http://aim.cast.org>
- PALM Initiative—<http://aim.cast.org/learn/practice/palm>
- WCAG 2.0 Checklist—<http://webaim.org/standards/wcag/checklist>
- TATN



PURCHASE
ACCESSIBLE
LEARNING
MATERIALS



ACCESSIBILITY FOR ALL! A Call to ACTION!

The pressure for teachers and schools to “go digital” is reaching a critical tipping point. But if digital materials and the technology used to deliver and interact with digital content are not designed to be usable by all students from the start, many students risk being left behind. The National Center on Accessible Instructional Materials has launched the **PALM** Initiative (aim.cast.org) to address this concern. Publishers are encouraged to create and purchasers to demand and purchase accessible, broadly usable learning materials.

How Can You Help?



PURCHASERS

- Require that all materials purchased are fully accessible
- Incorporate accessibility into your policies and practices
- Include accessibility in contract language



ADVOCATES

- Present PALM to your stakeholders
- Share the PALM documents through your networks
- Include accessibility in your mission statement
- Form an accessibility task force



EDUCATORS

- Create lesson plans and units that include accessible materials
- Introduce PALM at a staff meeting
- Form an accessibility action team
- Talk with administrators, technology coordinators, and purchasing coordinators about accessibility



FAMILIES

- Create an accessibility action group in your child's school or district
- Inform school administrators about accessibility
- Talk with your child's teacher about accessibility
- Talk with other parents and parent groups about accessibility

Texas Assistive Technology Network (TATN) is partially funded through the Texas Education Agency (TEA) and led by Region 4 Education Service Center. For more information on TATN, visit www.texasat.net.

Ensuring ALL Learning Materials Are Accessible for EVERYONE

PALM Beliefs

- No student should be denied the right to a high-quality education.
- All education settings should be accessible to every student.
- Materials in all settings should be usable by every student from the start.
- Schools cannot rely on parallel delivery systems or costly and different accommodations.

Benefits of Purchasing Digital Materials That Are Accessible from the Start



Supports inclusion

Purchasing accessible materials provides students with disabilities access to the general education curriculum using the same instructional materials, provided at the same time, for all other students.



Benefits all students' learning

Many of the supportive features and scaffolds available in accessible materials can be of benefit to a wide range of students.



Benefits teachers

It is easier to plan instruction and teach when all students use the same materials rather than individual students using different materials.



Reduces complexity

When accessible materials are purchased, complex questions around copyright, timely delivery, and student eligibility are reduced.



Reduces costly accommodations

Schools don't have to provide different sets of materials or provide accommodations for inaccessible materials, which can consume valuable fiscal, human, and infrastructural resources.

PERCEIVABLE

- Content is represented in multiple ways so it can be used based on what students might need or prefer (e.g., video captions, alt text, audio, text-to-speech, digital braille). Include accessibility in contract language.
- Mathematical, scientific, and musical symbols, formulas, and notations are represented in multiple ways (e.g., explained with text, MathML).

OPERABLE

- Both visual and nonvisual forms of navigation are possible (e.g., keyboard shortcuts, screen gestures, voice).
- Location and progress supports are included (e.g., page numbers, progress bars).
- If writing is required, there are multiple ways to enter text (e.g., word prediction, on-screen keyboards, voice inputs).
- Timing and the pace at which the student progresses through content can be controlled.

What Are Accessible Learning Materials? Indicators of Accessibility

UNDERSTANDABLE

- Content is structured in a predictable, coherent, and logical way.
- Content is at an appropriate level for all students.
- Supports and scaffolds for difficult content are available to students (e.g., glossaries, highlighters, sentence starters, spell checkers, graphic organizers).
- Feedback on errors and progress is provided to students.

ROBUST

- Content can be used on multiple devices and with different assistive technologies.
- There is nothing to prevent access to built-in accessibility features or necessary assistive technologies (e.g., digital rights management).
- Products are tested by the publisher/developer to ensure compatibility with assistive technology (e.g., screen readers, refreshable braille, text-to-speech, human voice reading software).

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