



Purchase Accessible Learning Materials (PALM)

Required Contract Language – NIMAS

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 National Instructional Materials Access Center (NIMAC), (IDEA Title I, Part D, sec. 674(e)). 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 web site (<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 (IDEA Title I, Part B, sec. 612(a)). For additional information about NIMAS, please refer to <http://aim.cast.org/collaborate/NIMASctr>. For additional information about the NIMAC, please refer to <http://nimac.us>. This is page _ of _ of this contract or purchase order.

Additional Resources

The AT & AEM Center is a statewide project serving students with print disabilities, including students who are blind and visually impaired. Our mission is to promote excellence in educational opportunities for students with print disabilities and their families by providing access to and the availability of quality accessible educational materials (AEM), professional development/learning opportunities, and technical assistance.



<http://ataem.org/>

The AIM Center at CAST is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP), works with states, technical assistance systems, disability advocates, national associations, technology experts, publishers, content conversion houses, authorized users and accessible media producers to improve the timely delivery of high-quality accessible educational materials to students with disabilities.



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A Call to Action

As classrooms begin to incorporate more digital technology, the need to design materials to be usable by all students from the start becomes increasingly important. This requires adjustments in the way materials are purchased, and that, in turn, will drive the availability of more flexible and accessible learning materials in the marketplace.

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.

For more complete information, visit: aim.cast.org/learn/practice/palm.

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What Are Accessible Learning Materials?

Accessible learning materials are educational materials that give students with disabilities the opportunity to gain the same information, engage in the same interactions, and enjoy the same services as students without disabilities.

Why Buy Accessible?

Accessible Materials:

- **Support inclusion** by providing students with disabilities access to the general education curriculum.
- **Benefit all students' learning** by providing supportive features and scaffolds that benefit a wide range of students.
- **Benefit teachers** by increasing ease of planning instruction when all students use the same accessible and flexible materials rather than when individual students use different materials.
- **Reduce complexity** and confusion around copyright, timely delivery, and student eligibility.
- **Reduce costly accommodations.**

How Do You Know Learning Materials Are Accessible?

Accessible Materials Are:

- **Perceivable.** Content is represented in multiple ways (e.g., video captions, alternate text, audio, text-to-speech, digital, braille) so it can be used based on what students might need or prefer.
- **Operable.** Both visual and non-visual forms of navigation are possible (e.g., keyboard shortcuts, screen gestures, voice) with location and progress supports (e.g., page numbers, progress bars).
- **Understandable.** Content is structured and at an appropriate level for all students with supports built in for difficult content (i.e., glossaries, highlighters, graphic organizers, etc.).
- **Robust.** Content can be used on multiple devices and with different assistive technology.

How Can You Help?

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

Purchasers



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

Advocates



- Create lesson plans and units that include accessible materials.
- Introduce PALM at a staff meeting.
- Talk with administrators and purchasing coordinators about accessibility.

Educators



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

Families



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