LEA Process for Accessible Instructional Materials (AIM)

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Initial Activities

Determine the Need

Use baseline data to examine the LEA's current status and provide a target for later analysis of the plan.

1. Extract LEA data on the number of students with disabilities under IDEA and ADA, Section 504 in the following areas:
    a. Identify the number students that missed adequate yearly progress targets.
    b. Identify the number of potential candidates for dropping out.
    c. Identify the number students falling below passing criteria on state testing.
    d. Identify the number of students who are currently using AIM in Braille, large print, audio or digital formats.
2. Determine staff awareness and readiness to implement AIM.
    a. Identify the number of educators who require training.
    b. Identify areas for training.
    c. Identify educators who have already received training.

Developing a Team

LEA planning should include coordination between special education, regular education, technology and textbook ordering structures. The team will not only help to make decisions, but may share in the responsibility for the implementation of the AIM plan. The following outlines suggestions for team members and responsibilities:

1. Invite Team Members. (This list below suggests staff that <u>may</u> be included to facilitate the AIM plan.)
    1. Special Education Supervisor (or designee with authority to approve and ensure implementation of the plan),
    2. Textbook Coordinator,
    3. AT Coordinator,
    4. Pupil Appraisal Representative,
    5. Vision Specialist (or someone who can identify students with visual delays),
    6. Special Education Teacher of Students with Mild Disabilities,
    7. Special Education Teacher of Students with Significant Disabilities,
    8. Regular Education Teacher,
    9. Curriculum Coordinator, and
    10. Reading Coach/Specialist (or someone with expertise in reading delays).
2. Team Responsibilities and Duties
    1. Disseminate information.
    2. Initiate an AIM awareness campaign.
    3. Assist in training.
    4. Assist in data collection.
    5. Stay current on AIM.
    6. Create an Internet-based resource (Example: web page, *Ning*, *FaceBook*, Wiki).

7. Attend training provided through the AIM-LA Initiative.

Collaboration
1. Establish LEA Textbook Ordering Procedures.
   a. Identify how the Competent Authority will communicate with the Textbook Coordinator and special education office for ordering AIM.
   b. Identify how the Competent Authority will request an alternate format.
   c. Identify how the Competent Authority will be alerted when an order was made and when the materials were delivered.
   d. Identify how the LEA will report and analyze the textbook ordering data to determine AIM ordering needs for the following year in a timely manner.
   e. Identify how data will be reported to the special education office and teachers when a need to reorder materials for the following year is required.
2. Establish LEA Technology Procedures to Facilitate AIM.
   a. Invite the LEA Technology Coordinator to the AIM meetings.
   b. Clarify LEA procedures for the following:
      i. Identify how the LEA will store/support the use of the digital files at the LEA, school, or building level.
      ii. Identify how the LEA will readily provide materials that may be used to utilize AIM as part of universal access (Example: Image all new computers with free/common text-to-speech tools such as *ReadPlease.com or* load all accessibility features of computer operating systems and office-type software*.*).
      iii. Identify how the LEA will take advantage of web-based training (Example: Blackboard, webinars, video).

Developing the Plan
1. View the *AIM District Process Webinar* as a team.
2. Review the AIM forms from the LA-AIM site and *AIM District Process Webinar* handout.
3. Analyze the forms/process to determine if they are adequate "as is" or if any changes are needed to facilitate the LEA process.
4. Outline procedures for the following:
   a. Determine how IEP teams will inform the Competent Authority of the student's need for AIM.
      i. Identify when a *Verification of Eligibility* form is required.
      ii. Identify how the team will request files.
      iii. Identify how to document the need for AIM.
   b. Determine how to acquire alternate formats when the materials will not flow through the Textbook Coordinator (Example: non-core items that may need to be ordered from a vendor or orders for audio books from the LA Public Library, etc.).
   c. Determine a funding source for 504 orders.
   d. Determine who will support the AIM once provided to the teacher (Consider support that may already be part of the therapy, special education intervention or AT intervention).
   e. Determine who will provide professional development on the AIM process.
   f. Determine who will provide professional development on implementation.
   g. Determine how parents and students will be involved in the process.

     h.   Determine when and how external resources from the state and regional assistive technology (AT) centers can be utilized to affect the LEA's AIM plan.

Distribution
1. Develop, print and distribute the following:
   a. procedural guidelines,
   b. forms, and
   c. contact information to
      i. all special educators,
      ii. all principals,
      iii. all ODRs,
      iv. all school level textbook supervisors, and
      v. families.
2. Post procedural information links and contact information to an Internet-based resource.

Implementation
1. Implement AIM Awareness Campaign activities.
2. Implement professional development on procedures.
3. Implement AIM procedures as part of LEA routines, IEP development and LEA practice.

Monitoring and Evaluation
1. Compare plan results to baseline student data and current outcomes.
2. Evaluate professional development and current teacher readiness.
3. Determine if ordering and reporting procedures are adequate.
4. Modify plan as needed.
5. Initiate "next-step" activities for implementation of AIM in classroom instruction.

Resources
1. LA-AIM Web page: http://www.atanswers.com/aim
2. AIM District Process Webinar: http://www.louisianaschools.net/lde/eia/1538.html
3. LA Assistive Technology Initiative and Regional Center Contacts: http://www.louisianaschools.net/lde/eia/1538.html
4. LA Textbook Adoption Policy and Procedures and NIMAS information: http://www.louisianaschools.net/lde/curr/577.html
5. LA Instructional Materials Center (LIMC): http://www.lsvi.org/LIMC.htm
6. LA NIMAS Coordinator and Authorized User: Dr. Jackie Bobbett, jackie.bobbett@la.gov
7. LA Inclusive Education Network *Ning*: http://laednetwork.ning.com/
8. LA Access Guide: http://sda.doe.louisiana.gov/AccessGuide/
9. LA State Plan for Technology: http://www.louisianaschools.net/lde/lcet/1583.html (Refer to recommendations on including accessibility and universal design principles.)
10. LA Universal Design for Learning Initiative: http://www.louisianaschools.net/lde/pd/399.html