On December 3, 2004, President Bush signed Public Law 108-446, the reauthorization of the Individuals with Disabilities Education Act (IDEIA). Now called the Individuals with Disabilities Education Improvement Act, IDEIA 2004 addresses the adoption of a new publishing standard, the National Instructional Materials Accessibility Standard (NIMAS), in 34 CFR 300.172(a) (1). NIMAS is defined as “the standard established by the Secretary to be used in the preparation of electronic files suitable and used solely for efficient conversion into specialized formats” in IDEIA Section 674(e)(3)(B). The purpose of this standard is to provide guidance to schools to ensure that students with print disabilities have access to the general education curriculum through adapted print materials. These specialized formats include braille with tactile graphics, audio, digital talking books, e-text, and large print. Students who are eligible include those who are blind, have low vision, have physical limitations that make it difficult to use print-based materials, and those with print-related learning disabilities. NIMAS establishes the standard which publishers must follow when producing accessible materials. The source files are prepared using eXtensible Mark-up Language (XML) to mark up the structure of the original content and provide a means for presenting the content in a variety of ways and styles. For example, once a NIMAS fileset has been produced, the XML and image source files may be used to create not only printed materials, but also screen enlargement, braille, large print, HTML, DAISY talking books using human voice or text-to-speech, audio files derived from text-to-speech.
transformations, and more. NIMAS files are not student-ready and must be converted into the appropriate format based on student needs. These raw source files are accessed by Authorized Users (identified by the State Education Agency (SEA) in each state.

In concert with the required standard in publishing is the federally supported repository for these publisher files. The National Instructional Materials Access Center (NIMAC) is charged with receiving, validating, watermarking, and storing filesets prepared by publishers. While the NIMAC provides a mechanism for getting these files more quickly than was previously possible, only instructional materials published or sold after July of 2006 are required to be submitted in the NIMAS format to the NIMAC. The costs involved in creating NIMAS filesets of previously published instructional materials would place an undue burden on publishing houses and is not practical given present practices.

**IMPLEMENTATION OF NIMAS AND NIMAC IN WYOMING**

Through an annual contract with the Wyoming Department of Education, the Wyoming NIMAS Clearinghouse for Accessible Media and Materials has been established at the Wyoming Institute for Disabilities (WIND) to support eligible students with print disabilities. Eligibility for services is coordinated through the Special Programs Unit of the Department of Education and requires appropriate documentation supporting the evidence of a print disability. The Clearinghouse is responsible for coordinating the provision of core curriculum materials in specialized formats for K-12 students who have print disabilities. The goal in seeking and providing alternate format textbooks and curriculum resources is to assist individual school districts in meeting the unique learning needs of every student. Within the intent to provide alternate format resources is the promise to use all reasonable means to deliver the accessible instructional materials to the student at the same time as the other students receive their materials. Procedures for implementing NIMAS in Wyoming are built on a flexible framework, due to the rapid rate of change in digital publishing and student access. New and refined tools for working with the NIMAS files are being announced daily,
and the state NIMAS website is updated on a regular basis to broaden access to resources and training.

A coordinated effort between the Wyoming Department of Education, Special Programs Unit, school districts, and the NIMAS Clearinghouse is essential to meet the unique needs of eligible students. Each of these entities has specific responsibilities as described below.

**RESPONSIBILITIES OF THE STATE EDUCATION AGENCY**

In order to assure that eligible students receive instructional materials in a timely manner, Wyoming has adopted NIMAS. The Wyoming Department of Education, Special Programs Unit, has developed a contract with the Wyoming Institute for Disabilities (WIND) to establish a resource center that will coordinate the provision of these files to eligible students and to assist in accessing resources for converting these raw files into useable formats. This contract was established to provide Wyoming school districts with professional development and technical assistance related to the implementation of the NIMAS provisions of IDEIA and to access NIMAC file sets.

**RESPONSIBILITIES OF THE LOCAL EDUCATION AGENCY**

All school districts provide assurances to the Wyoming Department of Education, Special Programs Unit, that the district will provide all materials for students with “print disabilities” in the appropriate format and in a timely manner.

The NIMAC is not a replacement for, but rather an additional resource for, materials-provision systems which are currently in place in some districts. The Wyoming Department of Education, Special Programs Unit encourages districts to use all available resources to ensure timely and consistent delivery of instructional materials to students with print disabilities.

When a district chooses to coordinate with the NIMAC, school district contracts with publishers must include a written provision requiring that instructional materials in NIMAS format be forwarded to NIMAC. The publishing industry is very aware of this process, having been involved in the design of the NIMAS standard and providing input in development of the system.

Sample language to include in contracts and purchase orders:

**“By agreeing to deliver the materials marked with NIMAS on this contract or purchase order, the publisher agrees to submit a valid NIMAS file set to the NIMAC at the American Printing House for the Blind. Should the vendor be a distributor of the materials and not the publisher, the distributor agrees to immediately notify the publisher of its obligation to submit NIMAS filesets of the purchased products to the NIMAC.”**

When a school district chooses not to coordinate with the NIMAC, the district must submit the assurance form along with a plan of action in order to comply with the NIMAS provisions of IDEIA 2004.

**ROLES AND RESPONSIBILITIES OF THE NIMAS COORDINATOR**

In coordination with the NIMAC and in representation of Wyoming, the NIMAS Coordinator at the Wyoming Institute for Disabilities (WIND) has signed and returned a
Limitation of Use Agreement (LUA). This is the legal agreement between Authorized Users and the NIMAC, ensuring that the NIMAS filesets will be used/converted for the exclusive purpose of producing accessible instructional materials, as defined in Section 674(e)(3) of IDEIA.

Three representatives from WIND work to meet the goals of the Wyoming NIMAS Clearinghouse: the NIMAS Coordinator, who has extensive expertise in assistive technology implementation; an Assistive Technology Specialist, and the WIND Associate Director. All three collaborate to develop trainings and workshops. When providing technical assistance to districts or consulting about individual students, the Assistive Technology Specialist, who is the Educational Outreach Coordinator for WIND Assistive Technology Resources, is typically involved. Identification of technology tools or literacy strategies is frequently provided by the Assistive Technology Specialist. Tasks and responsibilities of the NIMAS Coordinator, in concert with other professionals, include:

► Responding to requests from school districts relating to accessible instructional materials
► Developing statewide procedures related to NIMAS
► Planning/coordinating/providing professional development and technical assistance to school districts
► Maintaining an electronic database of individual requests, status, and provision of AIM
► Developing guidelines, materials or publications for use by local special education administrators, principals, and/or teachers
► Collecting and reporting NIMAS-related data
► Managing a website rich in NIMAS resources
► Providing technical assistance to individuals who are charged with providing accessible materials to students
► Working with school districts when students are not eligible for NIMAS source files but still require accessible materials
► Working directly with publishers when NIMAS files are not available (published before July of 2006, or smaller
publishing houses who are not familiar with NIMAS)

- Collaborating and coordinating with NIMAC
- Assigning book requests to Accessible Media Producers (AMPs) for direct conversion
- Following and adhering to Copyright Law when working with NIMAS filesets and alternate format materials
- Determining more efficient methods of converting NIMAS files
- Working with the Wyoming Accessible Instructional Materials Advisory Council to guide continued implementation

PROCEDURES FOR DETERMINING STUDENT NEED FOR ACCESSIBLE INSTRUCTIONAL MATERIALS

The use of NIMAS materials is limited to students with a documented print disability in an Individualized Education Plan or a 504 Accommodation Plan. This qualifies their teachers to access and use specialized formats under provisions of the Chafee Amendment to the Copyright Act for them. The amendment allows “Authorized Entities to reproduce or distribute copies of previously published nondramatic literary works in specialized formats exclusively for use by persons with blindness or other disabilities.”

School districts need to retain documentation of students’ eligibility to use NIMAS files and alternate formats that are generated with the source files. Proof of a student’s disability must be certified by a qualified professional (identified below). In order to request NIMAS materials from the NIMAS Clearinghouse for Accessible Media and Materials, Recording for the Blind and Dyslexic, National Library Service, or Bookshare, districts need to be able to certify the eligibility of students who will use the materials.

To be eligible for accessible instructional materials generated with NIMAS files, students must belong to at least one of the following groups, and eligibility must be documented by a “competent authority,” as having one of the following:

**Visual Impairment or Blindness**, as determined by a doctor of medicine, ophthalmologist, optometrist, registered nurse, therapist, teacher for the visually impaired, orientation and mobility specialist or professional staff of hospitals.

**Physical Limitations**, as certified by a doctor of medicine, registered nurse, therapist, specialist or professional staff of hospitals or institutions.

**Reading Disability based in Organic Dysfunction**, as certified by a doctor of medicine who may consult with colleagues in associated disciplines.
Determining Student Need at the IEP Level

**ESTABLISHING NEED**

Review the student’s evaluation information, present levels of academic and functional performance, academic goals and objectives and the print-based core instructional materials that will be used across the curriculum. Determine if the student can use print-based core instructional materials effectively.

Assure that the difficulty with print is not due to cultural or language differences or to a lack of appropriate materials.

If the student cannot use materials effectively and needs *alternative* instructional materials, the district should seek methods for accommodating/modifying the curriculum for the student’s needs.

If the student cannot use the print-based core instructional materials effectively and needs *accessible* instructional materials, the district is responsible for obtaining and providing these materials to the student.

**SELECTION OF ACCESSIBLE INSTRUCTIONAL MATERIALS**

Utilize assessment information to determine which specialized format(s) of core instructional materials will be needed by the student. Decisions regarding the provision of accessible instructional materials should not be made lightly, but with caution and thoughtful consideration of the student’s needs. Once eligible for materials, the student will typically remain eligible throughout his/her academic experience.

**DETERMINE NEEDED SUPPORTS**

Identify specific assistive technology, teaching styles, literacy supports, training (for student, teachers, therapists or family), accommodations and potential modifications that will also be needed for the student’s successful use of accessible material. WIND Assistive Technology Resources (WATR) professionals are available for consults or recommendations when determining supports.

When a district elects to use the resources of the NIMAS Coordinator and its access to multiple textbook repositories and Accessible Media Producers, a NIMAS Wyoming Student Eligibility Form must be filled out and signed by a competent authority (review authoring agents above).
DETERMINE NEEDED SUPPORTS, continued

Upon completion, the form is sent to the NIMAS State Coordinator at the Special Programs Unit for verification and validation. This eligibility form can be found at: www.uwyo.edu/wind/nimas/forms and the fax/mailing information is at the bottom of the form. Once a student is registered with the State, eligibility information is sent to WIND. This information is registered by WISER student number, not student name.

PREPARE REQUESTS FOR ACCESSIBLE INSTRUCTIONAL MATERIALS

Determine how the accessible instructional materials will be acquired. If the student can be certified as having a print disability under the Copyright Act as amended, then the Request for Accessible Media and Materials form can be filled out and submitted to the NIMAS Clearinghouse. The NIMAS Coordinator is available to assist at any point in this process. Contact information is on the website: www.uwyo.edu/wind/nimas. When the Student Eligibility Form has been verified and registered at the Special Programs Unit, the district can contact WIND and request that the NIMAS Coordinator initiate the search for existing conversions or identify an Accessible Media Producer who can render the files into student ready materials.

BOOK REQUEST IS LOGGED INTO THE NIMAS DATABASE

When received, the request form information is entered into the NIMAS database and the NIMAS Coordinator begins the search for the requested book(s) in the desired format. Each student record contains tracking information and details related to the acquisition and provision of accessible materials.

OPTIONS FOR ACQUISITION

If the book is in publication or is offered for sale after July 19, 2006, the source files may be at the NIMAC.

If the Coordinator cannot locate the requested format at any of the no-cost, fee-based or shared repositories, then the book (or the NIMAS file set) must be sent out to an Accessible Media Producer (AMP) for conversion. Depending on the requested format, the actual textbook may need to be provided by the school for use in the conversion process. Copyright law requires that any individual who requests an alternate format textbook must first purchase or be in possession of the standard print textbook. It is very likely that the book will need to be cut and scanned to initiate the conversion process. The original textbook is typically not returned to the school.
AMP RETURNS FILES/TEXTBOOK TO NIMAS COORDINATOR

Depending on the specific format requested, the completed conversion may come in the form of electronic/digital files, print-based books, braille volumes, CDs, SmartMedia Cards or other formats. The date of receipt, the length of time it took to convert and return the item(s), and other information is entered into the NIMAS database. This information is collected in order to provide districts with information on timelines and efficiency of the process.

NIMAS COORDINATOR CONTACTS THE SCHOOL

The person who initiated the request is contacted and arrangements are made regarding mailing, drop-off, or emailing the converted material (depending on the requested format). Accessible materials are prepared, instructions for use are developed, and an agreement regarding copyright clarification is drawn up (also included as a ReadMe file burned into the media). No completed books will be held back if multiple requests have been submitted, and invoices (when appropriate) will accompany each book when completed.

STUDENT RECEIVES ACCESSIBLE MATERIALS IN THE REQUESTED SPECIALIZED FORMAT

Student materials are sent or given to the contact person indicated on the form. The only student information that the NIMAS Clearinghouse sees is the WISER ID#. All other information is kept confidential throughout the process. The requested file record is closed out in the NIMAS database. In cases where assistive technology devices or media players are required, a WATR Device Loan Agreement will be provided that will enable the student to trial the device for up to six weeks. When a desirable combination of materials, playback devices, and software is reached, the school will need to purchase playback devices, software programs, or other supports that may have been identified during the trial period.

FOLLOW-UP

An evaluation form or a response card will accompany the materials, along with information offering technical assistance, web-based support, or onsite training in the use of the materials. A notification of shipment/distribution of materials is sent to the Special Programs Unit. NIMAS and WATR are available to help by phone, email or web-based support at no cost. At the close of the academic year or the conclusion of the course for which the materials were requested, the accessible materials should be returned to the NIMAS Clearinghouse.
DEFINITIONS

Accessible Media Producers (AMPs): Accessible media producers create braille, audio, digital text, or large print formats of print instructional materials exclusively for use by persons with print disabilities. Accessible media producers are eligible to download files directly from the NIMAC as agents of authorized users.

Assistive Technology Device: means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

Assistive Technology Service: means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes: selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; training or technical assistance for a child with a disability or, if appropriate, that child’s family; and training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child.

Authorized Users: Authorized Users (AUs) of the NIMAC have direct access to the NIMAC to download NIMAS filesets or assign NIMAS filesets for download by an Accessible Media Producer (AMP). All AUs must sign a NIMAC Limitation of Use Agreement in order to receive a user ID and password for downloading or assigning files. AUs are designated by the individual state coordinators.

Authorized Entities: A definition for “Authorized Entity” is provided within Public Law 104-197 (also known as the Chafee Amendment), Section 121(c)(1): ‘authorized entity’ means a nonprofit organization or a governmental agency that has a primary mission to provide specialized services relating to training, education, or adaptive reading or information access needs of blind or other persons with disabilities.

Blind or Other Persons with Print Disabilities: The term ‘blind or other persons with print disabilities’ means children served under this Act and who may qualify in accordance with the Act entitled ‘An Act to provide books for the adult blind’, approved March 3, 1931 (2 U.S.C. 135a; 46 Stat. 1487) to receive books and other publications produced in specialized formats.

Chafee Amendment to the Copyright Act: Allows an authorized entity to reproduce or distribute copies or recordings of a previously published, nondramatic literary work in specialized formats exclusively for use by persons who are blind or have other disabilities. Specialized formats mean Braille, audio, or digital text exclusively for use by persons who are blind or have other disabilities. IDEA 2004 expands the definition of specialized formats initially developed in the Chafee Amendment to the Copyright Act with respect to print instructional materials to include large-print formats when such materials are distributed exclusively for use by persons who are blind or have other print disabilities.

Copyright Law as it relates to NIMAS—the requirements of the relevant section of copyright law, 17 U.S.C. § 121:

“… It is not an infringement of copyright for an authorized entity to reproduce or to distribute copies of a previously published, nondramatic literary work if such copies are reproduced or distributed in specialized formats exclusively for use by blind or other persons with disabilities.”

Copies may not be reproduced or distributed in a format other than a specialized format exclusively for use by blind or other persons with disabilities.

Must bear a notice that any further reproduction or distribution in a format other than a specialized format is an infringement.

Must include a copyright notice identifying the copyright owner and the date of the original publication.

DAISY (Digital Accessible Information SYstem): an audio format that provides a high quality, fully navigable talking book. DAISY books are replacing the standard analog audiocassette recordings held by many libraries and resource centers. DAISY is a global standard, and may include various multimedia elements, depending on the format requested.

Digital Talking Book (DTB): A Digital Talking Book is envisioned to be, in its fullest implementation, a group
of digitally encoded files containing an audio portion recorded in human speech; the full text of the work in electronic form, marked with the tags of a descriptive mark-up language; and a linking file that synchronizes text and audio portions. In a digital talking book, a reader has random access to book sections via a table of contents. The digitization of books intended for persons with disabilities provides opportunities to increase the quality and availability of information to print-disabled persons.

**FAPE or Free Appropriate Public Education:** Special education and related services provided at public expense, under public supervision and direction, and without charge mandated by IDEA.

**HTML or HyperText Markup Language:** HTML is a non-proprietary format based on SGML, and can be created and processed by a wide range of tools from simple to complex. HTML uses tags such as “<h1>” and “</h1>” to structure text into headings, paragraphs, lists, links, etc.

**Individualized Education Plan (IEP):** A written statement for a child with a disability that is developed, reviewed, and revised in accordance with Chapter 7 rules.

**Individualized Education Program Team:** A group of individuals described in Chapter 7 rules responsible for developing, reviewing, or revising an IEP for a child with a disability.

**JPG or JPEG:** A graphics file format that allows users to compress images into smaller sizes for faster download. Compressed JPG files often have fewer details than non-compressed images and can look pixelated when enlarged.

**Local Education Agency (LEA):** A local educational agency (LEA) is a public board of education or other public entity legally authorized for either administrative control or direction of publicly funded schools, including school corporations and state-operated schools.

**Limitation of Use Agreement (LUA):** A legal agreement between authorized users and the NIMAC ensuring that NIMAS filesets will be converted for the exclusive purpose of producing accessible instructional materials for blind or other persons with print disabilities in elementary and secondary schools, as defined in section 674(e)(3) of IDEA.

**MathML or Mathematical Markup Language:** An XML-based language used to display mathematical content.

**PDF:** Portable Document Format. A universal computer file type used to exchange and view documents on any computer that has the free Adobe Acrobat Reader or free Foxit Reader software installed.

**Print Instructional Materials:** The term ‘print instructional materials’ means printed textbooks and related printed core materials that are written and published primarily for use in elementary school and secondary school instruction and are required by a

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**National Instructional Materials Access Center:** The center established pursuant to section 674(e) of IDEA 2004. The duties of the National Instructional Materials Access Center are the following:

To receive and maintain a catalog of print instructional materials prepared in the National Instructional Materials Accessibility Standard, as established by the Secretary, made available to such center by the textbook publishing industry, State educational agencies, and local educational agencies.

To provide access to print instructional materials, including textbooks, in accessible media, free of charge, to blind or other persons with print disabilities in elementary schools and secondary schools, in accordance with such terms and procedures as the National Instructional Materials.

To develop, adopt and publish procedures to protect against copyright infringement, with respect to the print instructional materials provided under sections 612(a)(23) and 613(a)(6).

**National Instructional Materials Accessibility Standard:** The standard established by the Secretary in section 674(e)(3)(B) of the Act to be used in the preparation of electronic files suitable and used solely for efficient conversion into specialized formats.

**Office of Special Education Programs (OSEP):** The Office of Special Education Programs (OSEP) is maintained by the Office of Special Education and Rehabilitative Services (OSERS) of the U.S. Department of Education. OSEP provides leadership and financial support to assist states and local districts in improving results for infants, toddlers, children, and youth with disabilities (ages birth through 21). OSEP also administers the Individuals with Disabilities Education Act (IDEA).
State educational agency or local educational agency for use by students in the classroom.

**Related Core Materials:** Printed materials, other than textbooks designed for use by students in the classroom in conjunction with a textbook and which, together with the textbook, are necessary to meet the curriculum requirements for the intended course or class. The materials should be directly related to the textbook and wherever possible, they should be published by the publisher of the textbook. Related core materials do not include materials that are not written and published primarily for use by students in the classroom (e.g., trade books not bundled with the textbook, newspapers and reference works, or flash cards), nor ancillary or supplemental materials that are not necessary to meet the curriculum requirements for the intended course or class.

**Related Services:** means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education.

**SVG or Scalable Vector Graphics:** SVG is a language for describing two-dimensional graphics and graphical applications in XML, as developed under the W3C process. SVG is the preferred format for images included in NIMAS filesets.

**Specialized Formats:** The term for Braille (and tactile graphics), audio, DAISY, or digital text which is exclusively for use by blind or other persons with disabilities; and with respect to print instructional materials, includes large print formats when such materials are distributed exclusively for use by blind or other persons with disabilities.

**Specially Designed Instruction:** means adapting, as appropriate to the needs of an eligible child under these rules, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child’s disability; and to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the school district or public agency that apply to all children.

**State Education Agency:** an agency primarily responsible for the supervision of a state’s or territory’s public elementary and secondary schools.

**Tactile Graphics:** a specialized format for images designed to be touched rather than seen.

**Timely Manner:** Each public agency shall take reasonable steps to provide instructional materials in accessible formats to children with disabilities who need those instructional materials at the same time as other children receive instructional materials, with appropriate consideration given to extenuating circumstances (e.g. purchasing arrangements, students transferring to new school, formatting & production of tactile graphics, intensive editing, etc.) that could delay that access.

**Universal Design for Learning (UDL):** Universal Design for Learning (UDL) is a theory of learning and teaching based on neuroanatomy and functional neuroimaging research techniques. UDL resists a one-size-fits-all approach to education and posits instead that teachers, educators, and instructional materials should effectively respond to individual differences inherent within a learning environment. Across learning goals, methods, materials, and assessments, Universal Design for Learning encourages offering:

- Multiple means of representation to give learners various ways of acquiring information and knowledge,
- Multiple means of expression to provide learners alternatives for demonstrating what they know, and
- Multiple means of engagement to tap into learners’ interests, challenge them appropriately, and motivate them to learn.

Using UDL principles in a classroom removes obstacles to curriculum access and provides students with alternative methods to demonstrate what they know. It acknowledges that there is more than one way to learn and respects individual learning style differences.

**Visual Impairment:** means impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes partial sight and blindness.

**XML:** eXtensible Markup Language (XML) is a universal format for structured documents and data on the web. It is a set of rules, guidelines, and conventions for designing text formats for data in a way that produces files that are easy to generate and read (by a computer), that are unambiguous, and that avoid common pitfalls such as lack of extensibility, lack of support for internationalization/localization, and platform-dependency.
WEB RESOURCES AND REFERENCES

Accessible Media Producers (AMPs): www.nimac.us/accessible.html
American Printing House for the Blind: www.aph.org or aph.org
Bookshare: www.bookshare.org
Center for Applied Special Technology (NIMAS at CAST): nimas.cast.org
Chafee Amendment to the Copyright Law–Public Law 104–197: law.copyrightdata.com/amendments.php
DAISY Consortium: www.daisy.org
IDEA 2004 Reauthorized Statute 34CFR 300.172(a)(1)–Final regulatory requirements regarding NIMAS: nimas.cast.org/system/files/OSEP.NIMAS_.Summary(2).doc
National Center on Universal Design for Learning: www.udlcenter.org
National Instructional Materials Access Center (NIMAC): www.nimac.us
National Library Service: www.loc.gov/nls/
NIMAC Limitation of Use Agreement: www.nimac.us/2009_Jan_LUA.doc
NIMAS Clearinghouse for Accessible Media and Materials: www.uwyo.edu/wind/nimas
Office of Special Education Programs (OSEP): www.ed.gov/about/offices/list/osers/osep
Recording for the Blind and Dyslexic: www.rfbd.org
Universal Design for Learning: www.cast.org/publications/ncac/ncac_diffinstructudl.html
U.S. Copyright Law–October 2007: www.copyright.gov/title17
WIND Assistive Technology Resources: www.uwyo.edu/wind/watr
Wyoming Department of Education: www.k12.wy.us or edu.wyoming.gov
WDE Special Programs Unit: www.k12.wy.us/se.asp
Wyoming Institute for Disabilities: www.uwyo.edu/wind

A FORCE FIGHTING FOR PEOPLE WITH DISABILITIES