

Building AEM and AT Processes



Resources to Help Build AEM and AT-Related Processes

Last Updated - 9/25/2025

NOTE - Resources marked with an asterisk (*) are recommended resources with which to start.

To request additional resources or to report broken links, please contact atp.education@nebraksa.gov.

AEM Resources

Resources Related to IDEA and Rule 51 Components of AEM

Legal References

- [Rule 51 - 92 NAC 51 004.15 - Access to Instructional Materials](#)
- [IDEA - 34 CFR 300.172 - Access to Instructional Materials](#)

General Resources

Resource Name and Link	Source	Resource Description
More to the Myths and Facts: Addressing Accessible Educational Materials in the 2024 Assistive Technology Guidance*	National Center on Accessible Digital Educational Materials & Instruction (NCADEMI)	The purpose of this document is to add the relevance of accessible educational materials to each issue raised by the 28 Myths and Facts presented in the 2024 Assistive Technology (AT) Guidance published by the U.S. Department of Education. This resource is especially helpful to IEP teams

		that need guidance on considering a student's need for both AT and accessible formats.
AEM Center Brief: Accessible Educational Materials in the IEP	National Center on Accessible Educational Materials	This guide discusses a number of locations in the IEP where it might be appropriate to refer to a student's use of AEM.
The Right of Students with Disabilities Who Need Accessible Educational Materials to Receive These Materials in a Timely Manner	National Center on Accessible Educational Materials	The purpose of this brief is to help families and educators understand the right of students with disabilities who need accessible educational materials to receive these materials in a timely manner. This right is based on provisions in the Individuals with Disabilities Education Act (IDEA), as well as in the disability civil rights statutes Section 504 and Title II of the Americans with Disabilities Act (ADA).
AEM Quality Indicators with Critical Components for K-12*	National Center on Accessible Educational Materials	This document presents seven Quality Indicators and their critical components to guide states and districts in building, evaluating, and sustaining systems that ensure students with disabilities reliably receive high-quality accessible materials and technologies on time.
Study Guide for the AEM Quality Indicators with Critical Components for K-12	ERIC	This is a study guide for the AEM Quality Indicators with Critical Components for K-12, created by the National AEM Center. It helps individuals and teams build knowledge and skills to implement systems that ensure timely, high-quality, accessible materials and technologies for students with disabilities.

Resources for Coordinating with the NIMAC and Procurement

Resource Name and Link	Source	Resource Description
NIMAS & NIMAC: What SEAs and LEAs Need to Know*	National Center on Accessible Digital Educational Materials & Instruction (NCADEMI) & the National Instructional Materials Access Center (NIMAC)	This policy brief is meant to inform SEA and LEA special education administrators of the IDEA requirements on the provision of accessible formats for eligible students with disabilities. Guidance for meeting these responsibilities, as outlined in the IDEA, is also provided.
Including Accessibility in All Components of Procurement: A Guide for State Educational Agencies and School Districts	National Center on Accessible Digital Educational Materials & Instruction (NCADEMI)	This guide informs all participants of state and local procurement teams about accessibility requirements/considerations in all phases and activities related to purchasing digital educational materials and technology.
Coordinating with the NIMAC: What It Means & Why It's Important	National Center on Accessible Digital Educational Materials & Instruction (NCADEMI)	A recorded webinar co-hosted by NCADEMI and the NIMAC. Important questions are addressed, such as "What does it mean to coordinate with the NIMAC?" "Why is it beneficial for states to coordinate with the NIMAC?" and "Does the NIMAC receive digital instructional materials?"

Sample NIMAS Language for Contracts and Purchase Orders	National Center on Accessible Digital Educational Materials & Instruction (NCADEMI)	A callout in the “ NIMAS & NIMAC: What SEAs and LEAs Need to Know ” that specifically provides information on example language that may be used in procurement processes to address coordinating with the NIMAC.
Questions and Answers on the National Instructional Materials Accessibility Standard (NIMAS)	US Department of Education	This Q&A clarifies how the National Instructional Materials Accessibility Standard (NIMAS) and the National Instructional Materials Access Center (NIMAC) operate under IDEA and copyright law: defining “accessible formats,” describing how SEAs/LEAs coordinate with NIMAC, determining student eligibility, procurement requirements, conversion timelines, costs, and how to ensure students with disabilities receive materials simultaneously with others.
Providing Guidance to Vendors	National Center on Accessible Educational Materials	The page explains how educational agencies can help vendors create accessible digital learning products by setting clear requirements in contracts and policies, clarifying the rationale for those requirements, and offering guidance on testing, design practices, and communicating accessibility features to buyers.
Understanding the VPAT	National Center on Accessible Educational Materials	The page describes the Voluntary Product Accessibility Template (VPAT), explains how it helps procurement teams compare products’ accessibility compliance, outlines its benefits and limitations, and includes a sample Accessibility Conformance Report to guide evaluation.

Resources for Building Processes for Determining Eligibility, Procuring AEM, and Supporting Students Using AEM

Resource Name and Link	Source	Resource Description
1. Determining a Learner's Need*	National Center on Accessible Educational Materials	The page explains the process of determining a learner’s need for accessible formats, outlining how decision-making teams (in K–12 settings) or disability services staff (in postsecondary settings) assess evidence and interact with learners to decide whether, and which, accessible formats are required.
FAQ: Need for Accessible Formats	National Center on Accessible Educational Materials	The FAQ page clarifies how teams can determine a learner’s need for accessible formats by identifying existing data (e.g., IEPs, assessments), using trials and evaluations, understanding when accessible and modified materials differ, and explaining when students without disabilities might benefit from alternatives.
2. Selecting Accessible Formats*	National Center on Accessible	The page describes how teams select appropriate accessible

	Educational Materials	formats for learners who need them by considering the learning context, having learners trial multiple formats, choosing one or more formats suited to their needs, and matching those formats to curricular materials (with some adaptation for postsecondary settings)
FAQ: Considering the Full Learning Context	National Center on Accessible Educational Materials	This FAQ explains how decision-making teams should “consider the full learning context” by examining the student’s abilities and preferences, the environments in which materials are used, and the tasks students must perform, so teams can choose accessible formats that will work across all relevant settings.
FAQ: Selecting Formats a Learner Needs	National Center on Accessible Educational Materials	The page answers common questions about selecting accessible formats by describing the characteristics, uses, and considerations for formats like braille, tactile graphics, large print, audio, and accessible digital text, helping decision-making teams match student needs to appropriate options.
FAQ: Matching Formats to Materials	National Center on Accessible Educational Materials	This FAQ explains how decision-making teams should “match formats to materials” by using student, context, and format data to decide which material formats a student needs, when multiple formats might be required, and how to resolve disagreements through trial, data collection, and task-based evaluation.
3. Acquiring Accessible Formats*	National Center on Accessible Educational Materials	The page explains how educational institutions can acquire the accessible formats learners need — whether from accessible media producers (AMPs), publishers, or via local conversion — and how legal frameworks (like the Chafee Amendment and NIMAS/NIMAC) support access to formats such as braille, audio, large print, tactile graphics, and digital text.
About Accessible Formats	National Center on Accessible Educational Materials	The page defines “accessible formats” as alternative versions of text-based materials (e.g., audio, braille, large print, accessible digital text, tactile graphics) that remove barriers for learners with disabilities, and explains how the legal definition (via the Chafee Amendment) emphasizes access that is as feasible and comfortable as for non-disabled persons.
Bookshare.org	Bookshare	Bookshare is an online library providing accessible ebooks and reading support—such as text-to-speech, braille, and highlighted text—to people with print disabilities. It offers over 1.3 million titles (tens of thousands freely available), with no wait times or due dates, and a reader app for multiple devices.
ABCs of Bookshare for Educators.	Bookshare	The “ABCs of Bookshare for Educators” page introduces teachers to how Bookshare works — explaining why it’s useful, how to sign up, set up school accounts, find and assign books, and support student access to accessible reading materials.

Learning Ally	Learning Ally	This page describes Learning Ally’s school-based solution, which provides struggling, below-grade readers access to audiobooks aligned with curriculum (its “Audiobook Solution”), plus professional learning, intervention, and early literacy tools—designed to close the reading achievement gap.
Nebraska Instructional Resource Center (NIRC)	Nebraska Center for the Education of Children Who Are Blind or Visually Impaired	The Nebraska Instructional Resource Center (NIRC) — part of the Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI) — delivers books and instructional resources to Nebraska students who are blind or visually impaired, coordinating with the American Printing House for the Blind to ensure statewide access.
Described and Captioned Media Program	Described and Captioned Media Program	The Described and Captioned Media Program (DCMP) offers free access to K–12 educational videos with high-quality captioning, audio description, and ASL, plus teaching tools, professional development, and resources to make media accessible for students with disabilities.
4. Using Accessible Formats*	National Center on Accessible Educational Materials	This page describes how, after selecting and acquiring accessible formats, decision-making teams must provide supports so learners can use those materials successfully — including appropriate technology, training (for students, staff, family), instructional strategies, support services, and accommodations to fit the learner’s needs.

Resources Related to Meeting the ADA Title II Accessibility Requirements
for Online and Mobile Content

Resource Name and Link	Source	Resource Description
Nondiscrimination on the Basis of Disability: Accessibility of Web Information and Services of State and Local Government Entities - Full Text of the ADA Title II Rule	Federal Register	The Department of Justice (“Department”) issues its final rule revising the regulation implementing title II of the Americans with Disabilities Act (“ADA”) to establish specific requirements, including the adoption of specific technical standards, for making accessible the services, programs, and activities offered by State and local government entities to the public through the web and mobile applications (“apps”).
Fact Sheet: New Rule on the Accessibility of Web Content and Mobile Apps Provided by State and Local Governments	ADA.gov / Department of Justice	The page outlines a new 2024 DOJ rule requiring state and local governments to make their websites and mobile apps comply with WCAG 2.1 Level AA to ensure accessibility for people with disabilities, while specifying limited exceptions, timelines for compliance, and how the rule applies under Title II of the ADA.
Meeting the ADA Title II Web and	National Center on Accessible	The page provides a roadmap for state and local educational

Mobile Accessibility Requirements: A Roadmap for State and Local Educational Agencies*	Digital Educational Materials & Instruction (NCADEMI)	agencies (SEAs/LEAs) to meet the ADA Title II requirements for web and mobile accessibility by specific deadlines, outlining phased actions (leadership, inventorying tech, procurement, testing, training, policy, budgeting, feedback) to ensure sustainable compliance.
State and Local Governments: First Steps Toward Complying with the Americans with Disabilities Act Title II Web and Mobile Application Accessibility Rule	ADA.gov / Department of Justice	The page gives state and local governments a step-by-step guide to begin complying with the new ADA Title II web and mobile accessibility rule, including learning the requirements, identifying roles and content, evaluating fixes, prioritizing, working with vendors, training staff, and creating policies.
Accessibility of Web Content and Mobile Apps Provided by State and Local Government Entities: A Small Entity Compliance Guide	ADA.gov / Department of Justice	This guide helps small state and local governments understand and comply with the new ADA rule requiring web content and mobile apps to meet WCAG 2.1 Level AA. It explains applicable deadlines, exceptions, vendor responsibilities, and steps like policy, testing, training, and accessibility request procedures.
The Intersection of Special Education and New, PreK-12, Digital Accessibility Requirements	National Center on Accessible Digital Educational Materials & Instruction (NCADEMI)	The pairing of the Individuals with Disabilities Education Act (IDEA) with the new Americans with Disabilities Act (ADA) Title II final rule opens a fresh opportunity for education leaders to improve coordination between general and special education. Join this webinar to learn how these two distinct laws work — together and separately — to improve the accessibility of digital educational materials provided in schools.
Act Now: Understanding New PreK-12 Digital Accessibility Requirements	National Center on Accessible Digital Educational Materials & Instruction (NCADEMI)	The Department of Justice recently announced new requirements that will fundamentally change how PreK-12 schools, districts, and state education agencies provide digital educational materials. The Americans with Disabilities Act (ADA) now requires all web content and mobile apps used in public schools to meet specific accessibility standards. Join this webinar to learn about the new ADA requirements, the timeline for compliance, and actions you can take now.

AT Resources

Legal References

- Definition of Assistive Technology Device ([92 NAC 51 003.02](#); [34 CFR 300.5](#))
- Definition of Assistive Technology Services ([92 NAC 51 003.03](#); [34 CFR 300.6](#))
- Special Considerations ([92 NAC 51 007.07B7](#); [34 CFR 300.324\(a\)\(2\)\(v\)](#))

- Ensuring Provision of AT Devices and AT Services ([92 NAC 51 007.07C3](#); [34 CFR 300.105\(a\)](#))
- Use of School-Purchased AT Devices in Child's Home or Other Setting ([92 NAC 51 007.07C3d](#); [34 CFR 300.105\(b\)](#))

General Resources

Resource Name and Link	Source	Resource Description
Myths and Facts Surrounding Assistive Technology Devices and Services	US Department of Education	The "Myths and Facts Surrounding Assistive Technology Devices and Services" (Jan 2024) brief from OSEP clarifies IDEA requirements by dispelling misconceptions about AT. It emphasizes that AT can be low- or high-tech, must always be considered for every child with an IEP, and when needed, must be evaluated, documented, provided, maintained, and supported as part of ensuring FAPE. It reinforces that cost, staff preference, or lack of training cannot be barriers to providing required AT.

Quality Indicators of Assistive Technology

Note -

The Quality Indicators for Assistive Technology (QIAT) include the specific quality indicators that were developed by focus groups and validated through research, intent statements that further explain each indicator, and a list of common errors for each of the eight areas. The eight areas are all important to the development and delivery of assistive technology (AT) services and include: Consideration of AT Needs, Assessment of AT Needs, AT in the IEP, AT Implementation, Evaluation of Effectiveness of AT, AT in Transition, Administrative Support for AT, and AT Professional Development.

The QIAT may be used to guide the development and refinement of AT services within educational settings. In the following sections, the indicator area and subsequent indicators, a guiding document, a planning document, and a self-evaluation matrix are included to help guide schools, districts, and programs.

Consideration of AT Needs

Resource Name and Link	Source	Resource Description
Quality Indicator Area: Consideration of Assistive	QIAT.org	The resource presents Indicator 1: Consideration of AT Needs from the QIAT (Quality Indicators for Assistive Technology)

Technology*		framework, which requires that IEP teams systematically consider assistive technology for all students, collaborate using data about goals/tasks/environments, explore a range of solutions, and document the rationale and evidence for decisions. Intent statements and common errors are included.
Guiding Document for Consideration of AT	QIAT.org	The guiding document expands on the indicators by providing examples to illustrate each indicator in action.
Planning Document for Consideration of AT	QIAT.org	The planning guide provides a means of putting the indicators into action through the use of a template form.
Quality Indicator Matrix for Consideration of AT	QIAT.org	The self-evaluation matrix allows schools to evaluate their application of the indicators.

Evaluation of AT Needs

Resource Name and Link	Source	Resource Description
Quality Indicator Area: Assessment of AT Needs* Note - in Nebraska, we refer to this as the Evaluation of AT Needs	QIAT.org	The page describes Indicator 2: Assessment of Assistive Technology Needs, which requires a clearly defined, consistent process for conducting AT assessments by multidisciplinary teams; includes functional testing in real-life settings; uses data to generate documented recommendations; respects reasonable timelines; and allows reassessment when needs change. Intent statements and common errors are included.
Guiding Document for Evaluation of AT Needs	QIAT.org	The guiding document expands on the indicators by providing examples to illustrate each indicator in action.
Planning Document for Evaluation of AT Needs	QIAT.org	The planning guide provides a means of putting the indicators into action through the use of a template form.
Quality Indicator Matrix for Evaluation of AT Needs	QIAT.org	The self-evaluation matrix allows schools to evaluate their application of the indicators.

Documenting AT in the IEP

Resource Name and Link	Source	Resource Description
Quality Indicator Area: AT in the IEP*	QIAT.org	This page details Indicator 3: AT in the IEP from QIAT, explaining how IEP teams should document assistive technology needs, devices, and services clearly; tie AT use to

		goals; describe performance expectations; and ensure that AT supports implementation of FAPE learning objectives. Intent statements and common errors are included.
Guiding Document for AT in the IEP	QIAT.org	The guiding document expands on the indicators by providing examples to illustrate each indicator in action.
Planning Document for AT in the IEP	QIAT.org	The planning guide provides a means of putting the indicators into action through the use of a template form.
Quality Indicator Matrix for AT in the IEP	QIAT.org	The self-evaluation matrix allows schools to evaluate their application of the indicators.

AT Implementation

Resource Name and Link	Source	Resource Description
Quality Indicator Area: AT Implementation*	QIAT.org	This page defines Indicator 4: AT Implementation in the QIAT framework, describing how assistive technology should be delivered in practice. It emphasizes having a collaborative implementation plan, integrating AT into daily curriculum and routines, assigning clear roles, offering training, adjusting based on data, and maintaining devices. Intent statements and common errors are included.
Guiding Document for AT Implementation	QIAT.org	The guiding document expands on the indicators by providing examples to illustrate each indicator in action.
Planning Document for AT Implementation	QIAT.org	The planning guide provides a means of putting the indicators into action through the use of a template form.
Quality Indicator Matrix for AT Implementation	QIAT.org	The self-evaluation matrix allows schools to evaluate their application of the indicators.

AT Assessment and Progress Monitoring

Resource Name and Link	Source	Resource Description
Quality Indicator Area: Evaluation of Effectiveness of AT* Note: In Nebraska, we call this	QIAT.org	This page describes Indicator 5: Evaluation of Effectiveness of Assistive Technology, which requires teams to continuously collect, analyze, and act on data (both quantitative and qualitative) about how well AT is improving student performance across environments, and adjust services or

'AT Assessment and Progress Monitoring'		supports as needed. Intent statements and common errors are included.
Guiding Document for AT Assessment and Progress Monitoring	QIAT.org	The guiding document expands on the indicators by providing examples to illustrate each indicator in action.
Planning Document for AT Assessment and Progress Monitoring	QIAT.org	The planning guide provides a means of putting the indicators into action through the use of a template form.
Quality Indicator Matrix for AT Assessment and Progress Monitoring	QIAT.org	The self-evaluation matrix allows schools to evaluate their application of the indicators.

AT in Transition

Resource Name and Link	Source	Resource Description
Quality Indicator Area: AT in Transition*	QIAT.org	Indicator 6: AT in Transition requires that a student's assistive technology (AT) use be intentionally transferred across settings (e.g., from school to work or postsecondary). Transition planning should assign roles and training, involve the student, address advocacy, identify AT needs in the new environment, set timelines, and plan for transfer, acquisition, support, and funding.
Guiding Document for AT in Transition	QIAT.org	The guiding document expands on the indicators by providing examples to illustrate each indicator in action.
Planning Document for AT in Transition	QIAT.org	The planning guide provides a means of putting the indicators into action through the use of a template form.
Quality Indicator Matrix for AT in Transition	QIAT.org	The self-evaluation matrix allows schools to evaluate their application of the indicators.

Administrative Support for AT

Resource Name and Link	Source	Resource Description
Quality Indicator Area: Administrative Support for AT*	QIAT.org	Indicator 7: Administrative Support for AT emphasizes that school systems must provide leadership, policies, procedures,

		and resources to sustain effective assistive technology (AT) services. Key elements include having written, equitable access procedures; integrating AT in job roles and budgeting; ensuring staff competency; and systematically evaluating AT program effectiveness.
Guiding Document for Administrative Support for AT	QIAT.org	The guiding document expands on the indicators by providing examples to illustrate each indicator in action.
Planning Document for Administrative Support for AT	QIAT.org	The planning guide provides a means of putting the indicators into action through the use of a template form.
Quality Indicator Matrix for Administrative Support for AT	QIAT.org	The self-evaluation matrix allows schools to evaluate their application of the indicators.

AT Professional Development

Resource Name and Link	Source	Resource Description
Quality Indicator Area: AT Professional Development*	QIAT.org	Indicator 8: AT Professional Development holds that assistive technology training should be ongoing, systematic, and well-planned, building capacity at every level (students, parents, educators, administrators). It should cover selection, use, data, collaboration, legal issues, and be evaluated by its effect on practice and student outcomes.
Guiding Document for AT Professional Development	QIAT.org	The guiding document expands on the indicators by providing examples to illustrate each indicator in action.
Planning Document for AT Professional Development	QIAT.org	The planning guide provides a means of putting the indicators into action through the use of a template form.
Quality Indicator Matrix for AT Professional Development	QIAT.org	The self-evaluation matrix allows schools to evaluate their application of the indicators.

Building an Inclusive Technology Infrastructure and System

Note - The following resources are drawn from the [Center on Inclusive Technology & Education Systems, or CITES](#). The CITES Framework helps school districts create and sustain technology systems that serve all students, with a special focus on learners with disabilities who

need assistive technology and accessible materials. The CITES Framework provides practical guidance to support positive district-wide change. It complements existing technology and instructional initiatives, including MTSS.

Resource Name and Link	Source	Resource Description
The CITES Framework (video)*	Center on Inclusive Technology & Education Systems	This video provides district leaders with a way to build an ecosystem of inclusive technology by exploring the CITES framework. The CITES Framework provides the “what” and the “how” of building inclusive technology ecosystems through a series of evidence-based practices. By the end of this video, you’ll have a map to begin your journey toward building an inclusive technology system.
The CITES Framework (overview)*	Center on Inclusive Technology & Education Systems	The CITES Framework Overview & Essential Questions document outlines a set of six interrelated practices (Leadership, Infrastructure, Teaching, Learning, Assessment) for building inclusive technology systems, and presents guiding questions that help districts evaluate how well they support access, equity, and student autonomy with assistive and accessible tech.
Leadership in Inclusive Technology Systems	Center on Inclusive Technology & Education Systems	“Leadership in Inclusive Technology Systems – CITES” describes how district leaders can embed accessibility into their technology systems by building a cross-disciplinary vision, developing strategic plans, measuring progress, supporting professional learning, and engaging families. It emphasizes that inclusive technology must be part of top-level decision-making.
CITES Self-Assessment - Leadership Practices	Center on Inclusive Technology & Education Systems	The purpose of the CITES Self-Assessment: Leadership Practices is to collect data about technology planning and implementation practices in an inclusive technology ecosystem as part of a continuous improvement process. The baseline data will be used to set goals and to measure progress toward those goals. Teams will use the tool to measure continued progress at regular and identified intervals.
Infrastructure in Inclusive Technology Systems	Center on Inclusive Technology & Education Systems	Describes how an inclusive infrastructure supports accessibility by focusing on hardware, software, connectivity, privacy, decision-making, and family engagement. It emphasizes selecting technologies that work for all learners, bridging digital access gaps, and integrating systems to support inclusive learning.
CITES Self-Assessment - Infrastructure Practices	Center on Inclusive Technology & Education Systems	The purpose of the CITES Self-Assessment: Infrastructure Practices is to collect data about technology infrastructure planning and support in an inclusive technology ecosystem as part of a continuous improvement process. The baseline data

		will be used to set goals and to measure progress toward those goals. Teams will use the tool to measure continued progress at regular and identified intervals.
Teaching in Inclusive Technology Systems	Center on Inclusive Technology & Education Systems	Introduces Teaching in Inclusive Technology Systems within the CITES framework, explaining that districts should establish expectations and opportunities for educators to design learner-centered experiences using technology, develop technology competencies, enhance skills, and engage families—so teaching supports accessibility and inclusion for all students.
CITES Self-Assessment - Teaching Practices	Center on Inclusive Technology & Education Systems	The purpose of the CITES Self-Assessment for District Leaders: Teaching Practices is to collect data about how the district empowers educators to implement inclusive technology practices and strong pedagogy. The baseline data will be used to set goals and to measure progress toward those goals. Teams will use the tool to measure continued progress at regular and identified intervals.
Learning in Inclusive Technology Systems	Center on Inclusive Technology & Education Systems	Explains how learners should be empowered to actively engage with technology, make independent choices, and use inclusive learning experiences in environments where they access the same information, interactions, and services as their peers—ensuring equity, autonomy, and agency.
CITES Self-Assessment - Learning Practices	Center on Inclusive Technology & Education Systems	The purpose of the CITES Self-Assessment for District Leaders: Learning Practices is to collect data about how the district empowers learners to leverage technology to develop agency and autonomy. The baseline data will be used to set goals and to measure progress toward those goals. Teams will use the tool to measure continued progress at regular and identified intervals.
Assessment in Inclusive Technology Systems	Center on Inclusive Technology & Education Systems	Describes Assessment in Inclusive Technology Systems, explaining how districts should ensure assessments are accessible and equitable. It emphasizes procuring accessible testing systems, designing accessible formative assessments, collaborating with testing officials, analyzing data for instructional decisions, and engaging families.
CITES Self-Assessment - Assessment Practices	Center on Inclusive Technology & Education Systems	The purpose of the CITES Self-Assessment for District Leaders: Assessment Practices is to collect data about how the district communicates accessibility and assistive technology (AT) accommodation requirements across all assessment types to ensure the assessment system supports all learners. The baseline data will be used to set goals and to measure progress toward those goals. Teams will use the tool to measure continued progress at regular and identified intervals.

CITES Self-Assessment - Family Engagement Practices	Center on Inclusive Technology & Education Systems	<p>The purpose of the CITES Self-Assessment: Family Engagement Practices is to collect data about engaging families in technology planning and support in an inclusive technology ecosystem as part of a continuous improvement process. The baseline data will be used to set goals and to measure progress toward those goals. Teams will use the tool to measure continued progress at regular and identified intervals.</p>
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