



LAS Links Decision Guidelines for Text-to-Speech Accommodation for the Reading Domain

Planning and Placement Teams (PPTs) should use this form to help document the need for the embedded LAS Links Text-to-Speech Accommodation for the Reading Domain. This accommodation is **only** for dually identified students with an Individualized Education Program (IEP) or Section 504 Plan in Grades K-12 with a *documented print disability*, or for *students who are blind* with inadequate braille skills. If the student qualifies, select the LAS Links Text-to-Speech Accommodation in CT-SEDS and in the Data Recognition Corporation (DRC) INSIGHT Portal for the Reading Domain. Please complete and maintain this form locally with the student's annual record.

Student has: IEP 504 Plan
 Student Name: SASID: District: School: Grade: Date:

Responses in shaded boxes may indicate a need for the LAS Links Text-to-Speech Accommodation for the Reading Domain available through the online computer platform. A preponderance of evidence should exist rather than only one or two marks in the shaded boxes to support the eligibility of a student in Grades K-12 for the LAS Links Text-to-Speech Accommodation for the Reading Domain.

Question	Assurance: Evidence may be found in the following sections of CT-SEDS (refer to the 504 or IEP as applicable)	Yes	No
1a. Is this student blind or does this student have a significant visual impairment?	<ul style="list-style-type: none"> Student Information section (refer to Primary Disability category) Present Levels of Academic Achievement and Annual Goal(s) and Objectives section 		
1b. If the student is blind or has a significant visual impairment, is the student learning to read braille?	<ul style="list-style-type: none"> Special Considerations and Progress Reporting sections 		
2a. Does this student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?	<ul style="list-style-type: none"> Primary Disability Category Special Considerations and Progress Reporting sections 		
2b. Is there evidence of the persistence of the reading-based disability despite intensive, targeted instruction. (Note: There should be documentation of the interventions used and formative assessment data on the effect of each intervention.)	<ul style="list-style-type: none"> Present Levels of Academic Achievement and Annual Goal(s) and Objectives section 		
3. Does the student's disability impact the student's ability to access the curriculum across all academic subjects?	<ul style="list-style-type: none"> Present Levels of Academic Achievement and Annual Goal(s) and Objectives section 		
4. Are interventions being utilized to improve the student's decoding, fluency, or comprehension skills?	<ul style="list-style-type: none"> Present Levels of Academic Achievement and Annual Goal(s) and Objectives section 		
5. Does the student use text-to-speech (computer), assistive technology software, or audio books, during instruction across all curriculum areas?	<ul style="list-style-type: none"> Special Education and Related Services section Supplementary Aids and Services and Indirect Services sections District and State Testing Information section 		
6. Does the student belong to Book share (or a similar organization) and/or use identified accessible educational materials? (See Determining the Need for Accessible Educational Materials (AEM) and Acquiring AEM from the Appropriate Sources for more information.)	<ul style="list-style-type: none"> Special Education and Related Services section Supplementary Aids and Services and Indirect Services sections District and State Testing Information section 		
7. Does the student use text-to-speech (computer) for Smarter Balanced Assessments or other class or districtwide assessments?	<ul style="list-style-type: none"> Special Education and Related Services section Supplementary Aids and Services and Indirect Services sections District and State Testing Information section 		

- Based on the limited preponderance of evidence indicated above, the student **does not qualify** for the LAS Links Text-to-Speech Accommodation for the LAS Links Reading Domain.
- Based on the substantial preponderance of evidence indicated above, the student **qualifies** for the LAS Links Text-to-Speech Accommodation for the LAS Links Reading Domain. Appropriate school/district personnel should select the appropriate accommodation for LAS Links in CT-SEDS and on the Data Recognition Corporation (DRC) INSIGHT Portal.
- Please sign to acknowledge the completion and accuracy of this determination. Maintain this document locally with the student's record.

Teacher Name: Special Education Director Name:

Signature/Date *Signature/Date*

English Learner Assessment Coordinator (ELAC) Name:

Signature/Date

District Administrator Name (DA in TIDE):

Signature/Date