

LAS Links Decision Guidelines for Text-to-Speech Accommodation for the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Items)

Overview

Planning and Placement Teams (PPTs) and Section 504 Teams should use this form to help document the need for the embedded LAS Links Text-to-Speech Accommodation for the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Items). This accommodation is only for dually identified EL/ML students with an Individualized Education Program (IEP) or Section 504 Plan in Grades K–12 with a documented print or visual disability, or for students who are blind with inadequate braille skills. If the student qualifies, select the LAS Links Text-to-Speech (TTS) of the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Items) Accommodation in CT-SEDS. Please complete and maintain this form locally within the student’s record. Refer to the [LAS Link Reader Options Table](#) for more about reader accessibility accommodations.

Student Demographics

Student Name Printed:

SASID:

Grade:

District:

School:

Date:

A **preponderance of evidence** should exist to support the eligibility of a student in Grades K–12 for the embedded LAS Links Text-to-Speech Accommodation for the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Items). When teams are determining if there is a preponderance of evidence, a vast majority of questions in the chart that follows should be answered as **yes** rather than one or two items.

Question	Assurance: Evidence may be found in the following sections of CT-SEDS (refer to the IEP or Section 504 Plan as applicable).	Circle YES if Evidence Exists	Circle NO if No Evidence Exists
1a. Is this student blind or does this student have a significant visual impairment?	Evidence may be found in: • Student Information section (refer to Primary Disability category) • Special Considerations • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Determination of Eligibility	YES	NO
1b. If the student is blind or has a significant visual impairment, is the student learning to read braille?	Evidence may be found in: • Student Information section (refer to Primary Disability category) • Special Considerations • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Determination of Eligibility	YES	NO

Question	Assurance: Evidence may be found in the following sections of CT-SEDS (refer to the IEP or Section 504 Plan as applicable).	Circle YES if Evidence Exists	Circle NO if No Evidence Exists
2a. Does this student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?	Evidence may be found in: • Student Information section (refer to Primary Disability category) • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Determination of Eligibility	YES	NO
2b. Is there evidence of the persistence of the reading-based disability despite intensive, targeted instruction in the Science of Reading. (Note: There should be documentation of the interventions used and formative assessment data on the effect of each intervention.)	Evidence may be found in: • Student Information section (refer to Primary Disability category) • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Determination of Eligibility	YES	NO

Question	Assurance: Evidence may be found in the following sections of CT-SEDS (refer to the IEP or Section 504 Plan as applicable).	Circle YES if Evidence Exists	Circle NO if No Evidence Exists
3. Does the student's disability impact the student's ability to access the curriculum across all academic subjects?	Evidence may be found in: • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Plan Details	YES	NO
4. Are interventions being utilized to improve the student's decoding, fluency, or comprehension skills?	Evidence may be found in: • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Plan Details	YES	NO
5. Does the student use assistive technology software, audio books, or receive a read-aloud accommodation (human reader) during instruction?	Evidence may be found in: • Special Considerations • Present Levels, Annual Goal, and Supplementary Aids and Services • Special Education and Related Services section • Section 504 Plan Details	YES	NO
6. Does the student belong to Bookshare (or a similar organization) 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.)	Evidence may be found in: • Special Considerations • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Plan Details	YES	NO
7. Does the student receive a read-aloud (human reader) accommodation during Smarter Balanced Assessments or other class or districtwide assessments?	Evidence may be found in: • Present Levels, Annual Goal, and Supplementary Aids and Services • District and State Testing • Section 504 Plan Details/State Testing	YES	NO

Question	Assurance: Evidence may be found in the following sections of CT-SEDS (refer to the IEP or Section 504 Plan as applicable).	Circle YES if Evidence Exists	Circle NO if No Evidence Exists
8. Does someone (teacher, paraprofessional) regularly read aloud to the student in school as an instructional accommodation?	Evidence may be found in: • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Plan Details	YES	NO

PPT or Section 504 Team Attestation:

☐ If a decision was made that, based on the limited preponderance of evidence indicated above, the student **does not qualify** embedded LAS Links Text-to-Speech Accommodation for the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Items), the Case Manager **will initial here**:

☐ If a decision was made that, based on the substantial preponderance of evidence indicated above, the student **qualifies** for the embedded LAS Links Text-to-Speech Accommodation for the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Items), appropriate school/district personnel should select the LAS Links Text-to-Speech Accommodation for the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Items) in CT-SEDS within the District and State Testing Tile under ELP Assessments. Additionally, teams should ensure consistency in accessibility features across summative testing by selecting Smarter Balanced Text-to-Speech of ELA Passages (Embedded Accommodation) and Text-to-Speech (Embedded Designated Support) for math and science stimuli and items (if appropriate) in CT-SEDS. Once the plan is finalized and implemented the ELAC will enter this accommodation in the DRC INSIGHT Portal System. If the evidence substantiates this accommodation, the Case Manager will **initial here**:

Please sign to acknowledge the completion and accuracy of this determination. Maintain this document locally with the student's record.

Case Manager Name/Signature/Date:

Special Education Director Name/Signature/Date:

English Language Assessment Coordinator (ELAC) Name/Signature/Date:

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