

## 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
<b>1a.</b> Is this student blind or does this student have a significant visual impairment?	Evidence may be found in: <ul style="list-style-type: none"> <li>• Student Information section (refer to Primary Disability category)</li> <li>• Special Considerations</li> <li>• Present Levels, Annual Goal, and Supplementary Aids and Services</li> <li>• Section 504 Determination of Eligibility</li> </ul>	YES	NO
<b>1b.</b> If the student is blind or has a significant visual impairment, is the student learning to read braille?	Evidence may be found in: <ul style="list-style-type: none"> <li>• Student Information section (refer to Primary Disability category)</li> <li>• Special Considerations</li> <li>• Present Levels, Annual Goal, and Supplementary Aids and Services</li> <li>• Section 504 Determination of Eligibility</li> </ul>	YES	NO
<b>2a.</b> Does this student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?	Evidence may be found in: <ul style="list-style-type: none"> <li>• Student Information section (refer to Primary Disability category)</li> <li>• Present Levels, Annual Goal, and Supplementary Aids and Services</li> <li>• Section 504 Determination of Eligibility</li> </ul>	YES	NO
<b>2b.</b> 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: <ul style="list-style-type: none"> <li>• Student Information section (refer to Primary Disability category)</li> <li>• Present Levels, Annual Goal, and Supplementary Aids and Services</li> <li>• Section 504 Determination of Eligibility</li> </ul>	YES	NO
<b>3.</b> Does the student's disability impact the student's ability to access the curriculum across <b>all</b> academic subjects?	Evidence may be found in: <ul style="list-style-type: none"> <li>• Present Levels, Annual Goal, and Supplementary Aids and Services</li> <li>• Section 504 Plan Details</li> </ul>	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
<b>4.</b> Are interventions being utilized to improve the student's decoding, fluency, or comprehension skills?	Evidence may be found in: <ul style="list-style-type: none"> <li>• Present Levels, Annual Goal, and Supplementary Aids and Services</li> <li>• Section 504 Plan Details</li> </ul>	YES	NO
<b>5.</b> Does the student use assistive technology software, audio books, or receive a read-aloud accommodation (human reader) during instruction?	Evidence may be found in: <ul style="list-style-type: none"> <li>• Special Considerations</li> <li>• Present Levels, Annual Goal, and Supplementary Aids and Services</li> <li>• Special Education and Related Services section</li> <li>• Section 504 Plan Details</li> </ul>	YES	NO
<b>6.</b> Does the student belong to <a href="#">Bookshare</a> (or a similar organization) or use identified accessible educational materials? (See <a href="#">Determining the Need for Accessible Educational Materials (AEM) and Acquiring AEM from the Appropriate Sources</a> for more information.)	Evidence may be found in: <ul style="list-style-type: none"> <li>• Special Considerations</li> <li>• Present Levels, Annual Goal, and Supplementary Aids and Services</li> <li>• Section 504 Plan Details</li> </ul>	YES	NO
<b>7.</b> 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: <ul style="list-style-type: none"> <li>• Present Levels, Annual Goal, and Supplementary Aids and Services</li> <li>• District and State Testing</li> <li>• Section 504 Plan Details/State Testing</li> </ul>	YES	NO
<b>8.</b> Does someone (teacher, paraprofessional) regularly read aloud to the student in school as an instructional accommodation?	Evidence may be found in: <ul style="list-style-type: none"> <li>• Present Levels, Annual Goal, and Supplementary Aids and Services</li> <li>• Section 504 Plan Details</li> </ul>	YES	NO

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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