



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

Planning and Placement Teams (PPTs) or 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. 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 of the Reading Domain (Passages and Items) Accommodation in CT-SEDS and in the Data Recognition Corporation's (DRC) INSIGHT Portal for the Reading Domain. Please complete and maintain this form locally with the student's annual record.

Student has: **504 Plan** 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 (Passages and Items) and Writing 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 (Passages and Items) and Writing 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 and Demographics (refer to Primary Disability category) Present Levels, Annual Goals, and Supplementary Aids and Services Tile 		
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 Tile 		
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 Tile 		
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, Annual Goals, and Supplementary Aids and Services Tile 		
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, Annual Goals, and Supplementary Aids and Services Tile 		
4. Are interventions being utilized to improve the student's decoding, fluency, or comprehension skills?	<ul style="list-style-type: none"> Present Levels, Annual Goals, and Supplementary Aids and Services Tile 		
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"> District and State Testing Tile Present Levels, Annual Goals, and Supplementary Aids and Services Tile Special Considerations Tile 		
6. Does the student belong to Bookshare (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"> Present Levels, Annual Goals, and Supplementary Aids and Services Tile Special Considerations Tile District and State Testing Tile 		
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"> Present Levels, Annual Goals, and Supplementary Aids and Services Tile District and State Testing Tile 		

- 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 (passages and items) and Writing 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 (Passages and Items) and Writing Domain. Appropriate school/district personnel should select the appropriate accommodation for LAS Links in CT-SEDS and on the 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: _____ Signature/Date _____
 Special Education Director Name: _____ Signature/Date _____

English Learner Assessment Coordinator (ELAC) Name: _____ Signature/Date _____

District Administrator Name (DA in TIDE): _____ Signature/Date _____