

25-26 LAS Links Documented Evidence for a Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts)

Planning and Placement Teams (PPTs) and Section 504 Teams should use this form to help document the need for a Human Reader for the LAS Links Reading Domain (Passages and Items Prompts) and Writing Domain and Speaking Domain/Listening Domain (Specified 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. Typically, the students who qualify for this accommodation cannot access text-to-speech through the online test delivery system. If your student qualifies, select the LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Items) in CT-SEDS. Maintain this form locally with the student's records. Refer to the [LAS Link Reader Options Table](#) for more about reader accessibility accommodations. **Important: The trained and qualified human reader must review the [LAS Links Read Aloud Accommodation Guidelines and the LAS Links Read Aloud Accommodation: Security/Confidentiality Agreement](#) before providing this accommodation.**

Student has (please check the appropriate box): <input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan			
Student Name:		SASID:	Grade:
District:		School:	Date:
A preponderance of evidence should exist rather than one or two marks in shaded boxes to support the eligibility of an EL/ML student in Grades K-12 for the LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts).			
Question:	Assurance: Evidence may be found in the following sections of CT-SEDS (refer to the IEP or Section 504 Plan 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) Special Considerations Present Levels, Annual Goal, and Supplementary Aids and Services Section 504 Determination of Eligibility 		
1b. If the student is blind or has a significant visual impairment, is the student learning to read braille?			
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"> Student Information section (refer to Primary Disability category) Present Levels, Annual Goal, and Supplementary Aids and Services Section 504 Determination of Eligibility 		
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.)			
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 Goal, and Supplementary Aids and Services Section 504 Plan Details 		
4. Are interventions being utilized to improve the student's decoding, fluency, or comprehension skills?	<ul style="list-style-type: none"> Present Levels, Annual Goal, and Supplementary Aids and Services Section 504 Plan Details 		

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Question:	Assurance: Evidence may be found in the following sections of CT-SEDS (refer to the 504 Plan or IEP as applicable).	Yes	No
5. Does the student use assistive technology software, audio books, or receive a read-aloud accommodation (human reader) during instruction?	<ul style="list-style-type: none"> Special Considerations Present Levels, Annual Goal, and Supplementary Aids and Services Special Education and Related Services section Section 504 Plan Details 		
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.)	<ul style="list-style-type: none"> Special Considerations Present Levels, Annual Goal, and Supplementary Aids and Services Section 504 Plan Details 		
7. Does the student receive a read-aloud (human reader) accommodation during Smarter Balanced Assessments or other class or districtwide assessments?	<ul style="list-style-type: none"> Present Levels, Annual Goal, and Supplementary Aids and Services District and State Testing Section 504 Plan Details/State Testing 		
8. Does someone (teacher, paraprofessional) regularly read aloud to the student in school as an instructional accommodation?	<ul style="list-style-type: none"> Present Levels, Annual Goal, and Supplementary Aids and Services Section 504 Plan Details 		
Planning and Placement/Section 504 Team Attestation			
<p><input type="checkbox"/> Based on the limited preponderance of evidence indicated above, the student does not qualify for the LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts).</p> <p><input type="checkbox"/> Based on the substantial preponderance of evidence indicated above, the student qualifies for the LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domains (Stimuli and Item Prompts). Designated school/district personnel should select the appropriate accommodation for LAS Links in CT-SEDS and on the DRC INSIGHT Portal System. Complete the LAS Links Read Aloud Accommodation of the ELA Reading Passages Security/Confidentiality Agreement included in Appendix A of the form.</p> <p><input type="checkbox"/> Please sign to acknowledge the completion and accuracy of this determination. Maintain this document locally with the student's record.</p> <p>Teacher/Case Manager Name/Signature/Date: _____</p> <p>Special Education Director Name/Signature/Date: _____</p> <p>District Administrator (DA in TIDE) Name/Signature/Date: _____</p>			