

2025-26 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) 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 has (please check the appropriate box): <input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan			
Student Name:		SASID:	Grade:
District:		School:	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 (Stimuli and Items) 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 identified as EL/ML in Grades K-12 for the LAS Links Text-to-Speech Accommodation for the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Items).			
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 		
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 		
5. Does the student use text-to-speech (computer), assistive technology software, or audio books during instruction?	<ul style="list-style-type: none"> Special Considerations 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
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 and State Testing 		
7. Does the student use text-to-speech (computer) 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 and State Testing 		

Planning and Placement/Section 504 Team Attestation

- 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 (Stimuli and Items).
- Based on the substantial preponderance of evidence indicated above, the student **qualifies** for the Text-to-Speech the Smarter Balanced ELA Reading Passages accommodation. Appropriate school/district personnel should select the Text-to-Speech of ELA Passages (Embedded Accommodation) in CT-SEDS. Additionally, Text-to-Speech (Embedded Designated Support) should be selected for math and science stimuli and items (if appropriate) in CT-SEDS.
- Please sign to acknowledge the completion and accuracy of this determination. Maintain this document locally with the student's record.

Teacher/Case Manager Name/Signature/Date: _____

Special Education Director Name/Signature/Date: _____

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