

Table 1: Questions to Guide IEP/504 Team Decision about the Need for PRINT ON DEMAND (POD) State Test Accommodation

The purpose of this table is to guide IEP/504 team discussions about student accommodation need and help generate appropriate decisions and recommendations regarding the POD state test accommodation. The completion of this table is optional.

Questions	Team Response	Evidence/ Comments
1. Has the student been unsuccessful in their attempt to use the alternative test accessibility supports that are available for state testing at the universal tool or the designated support levels, e.g., Zoom, Magnification, or Masking? (The training test, practice test, or interim assessments can be used to gather this information and supporting evidence.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Is there evaluative information indicating that the student’s disability prevents the student from accessing non-masked or non-enlarged forms of instructional and assessment materials?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Does the student have a documented disability (e.g., sight limitation or disabilities related to the processing of digital stimuli/presentations of information) that would prevent him/her from accessing non-enlarged versions of a state test? If so, explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Does the student always use the Print on Demand (POD) accommodation to mask or enlarge materials during classroom assignments and assessments for learning?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Is there evidence that the student’s understanding improves when the POD accommodation is provided during assessments of learning?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Will proper protocols be followed to ensure that printed copies of test items, stimuli, and passages are properly stored, handled, and disposed of at the end of each state test session?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Is there an expectation that the student will need the POD accommodation when pursuing post-secondary career opportunities and/or higher education?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
8. Has the student provided input or stated a preference for using the POD accommodation as a means of accessing content and demonstrating understanding in classroom instruction and assessment?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Are there additional considerations for recommending the POD state test accommodation for this student, specific to his/her unique disability-related needs? If so, explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Select the IEP/504 team recommendation that is decided to be most appropriate for this student.

Print on Demand (POD) state test accommodation should be recommended for this student to receive paper copies of test items.

More information is needed before making this decision.

Please list the names and titles of the IEP/504 team and other persons who were part of the state test accommodation decision-making team for the student.

Name	Title	Date

Follow-up on this decision-making meeting by documenting any selected state test accommodations in the student’s IEP or 504 record, which is stored in the [electronic Comprehensive Student Support System \(eCSSS\)](#). Refer to the [eCSSS Directions](#) for documenting evidence to support the need for state test accommodations.

If the IEP/504 team makes the decision to recommend the POD state test accommodation for a student, then the School Testing Coordinator (TC) should consult the “Hawaii State Test Accommodations Identification and Request Process for Test Coordinators and School Assessment Teams” document available in the [Accessibility and Accommodations](#) resources folder on the [AlohaHSAP.org](#) portal website for guidance to submit state test accommodation requests.

In addition to the documented evidence in the IEPs/504 plans and the consultations with the Exceptional Support Branch and the Office of Curriculum and Instructional Design, the Assessment Section verifies state test accommodations in accordance with the *Individuals with Disabilities Education Act* (IDEA). As stated in 34 CFR §300.160(b)(2):

The State’s guidelines must identify only those accommodations for each assessment that do not invalidate the score; and instruct IEP teams to select, for each assessment, only those accommodations that do not invalidate the score.

The Assessment Section recommends that [state test accommodation verification requests](#) be submitted one month prior to the opening of the test window. In all cases, state test accommodation requests should be submitted to the Assessment Section no later than 14 days prior to state (interim or summative) testing.

If you have any questions, please email Elaine Lee at Elaine.Lee@k12.hi.us or call the HIDOE Assessment Section at (808) 307-3636.