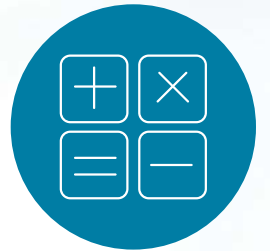


+ The **SSAT**

2019-2020

# Testing Accommodations Approver Overview





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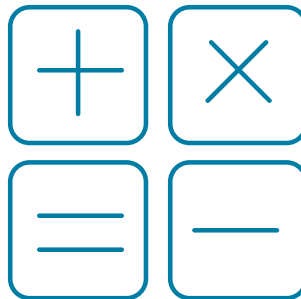
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## Questions?

If you have any questions related to accommodations:

Email [ta@enrollment.org](mailto:ta@enrollment.org)

Use the [ssat.org](https://www.ssat.org) LiveChat feature

Call The Enrollment Management Association at 609-683-4440 (Monday–Friday: 9 a.m. to 5 p.m. EST)

Standard Test Saturdays: 7:30 a.m. to 3:30 p.m. EST

**We're here to help!**



# Approver Basics

## Who should use this booklet?

This booklet explains the responsibilities and requirements for an individual who will affirm that a student requires accommodation when taking the SSAT.

If a student has or will list you as their approver of accommodations, this guide is for you!

## Who is The Enrollment Management Association and what is the SSAT?

The Enrollment Management Association (EMA) is a nonprofit organization that supports the admission assessment and enrollment management needs of schools, students, and families.

EMA administers the Secondary School Admission Test (SSAT) to more than 80,000 students annually in support of admission to EMA member schools.

## What types of accommodations are provided?

EMA provides accommodations to students with disabilities and to students whose religion dictates their need to test on Sunday rather than Saturday (when scheduled Standard SSATs are given).

The specific accommodation(s) provided for students with disabilities are based upon each student's needs.

## What are the steps for approving a student?

An overview of the approval process and what to expect is provided on page 8.

## Is there additional information available?

If you wish to learn more about the application and approval processes, or any other information about accommodations and the SSAT, please visit [ssat.org/ta](https://ssat.org/ta).

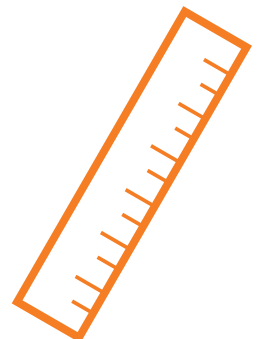


# Approvers for Students who Need Accommodations Due to Disabilities

## Who may serve as an approver?

Any professional approving accommodations for a student must be a non-family member, regardless of credentials possessed by a family member. Identified professionals must be able/willing to affirm that:

- + Documentation meeting SSAT requirements is known to exist on file at their organization.
- + The student is known to have a disability requiring accommodations for standardized testing.
- + The approver listed on a student's application for accommodations is recommended to be a practitioner or representative from the student's current or previous school (ex. school psychologist, special education coordinator, counselor, school administrator, therapist, learning specialist, teacher, etc.). The responsibility for maintaining these records varies from school to school, thus a specific role or job title is not required; however, this professional should be able to attest to the validity of your student's disability and their resultant testing needs.
- + It may be necessary to identify a medical practitioner involved in your student's diagnosis or ongoing treatment for their disability; however, it is recommended that the family attempt to identify a school-based professional as they generally know a student's educational testing needs best.
- + Any individual approving accommodations for a student must be a non-family member, regardless of the credentials held by a family member.
- + If any professional has provided direct SSAT test preparation services for your student, they are not eligible to serve as the approver of your student's accommodations for the SSAT.





# Documentation Requirements for Students Who Need Accommodations Due to Disabilities

## To be an approver, must I have documentation on file?

Yes! In order to act as an approver you **MUST** have supporting documentation. However, please note that in many cases documentation does NOT need to be submitted—read about Direct Access below.

## Acceptable Forms of Documentation

- + IEP
- + 504 plan
- + Private school documentation—on letterhead (see an example on page 9)
- + Psychological or other evaluation reports
- + Testing results or documentation from a qualified professional
- + Documentation illustrating that the student has been regularly approved for accommodations for other standardized tests

Please contact us if you have other forms of documentation you wish to have considered.

## Regardless of Form, the Documentation Must:

- + List or reflect a history of each disability,
- + Illustrate that each disability substantially limits a major life activity,
- + Illustrate that the accommodations requested are reasonable, and
- + Be dated within the three years prior to the date of submission to EMA.

## What is Direct Access?

EMA has a firm commitment to facilitate the approval of reasonable accommodations for students with disabilities. In many cases, this allows us to approve a student's request without the need for documentation submission (Direct Access). However, we reserve the right to request such documentation for review. Even with Direct Access, documentation must always be on file with the approver's organization.

### Tip

If you need to provide documentation to a student for submission, remember that submitting the full IEP, 504 plan, or other documentation provides EMA the most complete information, which may prevent approval delays.





## Direct Access Requirements

If a student meets **all three** of the following conditions, documentation does NOT need to be submitted. When initially requesting accommodations, the student is alerted as to whether they will need documentation from their approver.

- |  |   |  |
|--|---|--|
| A. The indicated approver is from the student's school | B. The documentation the approver has on file is one of the following: <ul style="list-style-type: none"> <li>a. An IEP</li> <li>b. A 504 Plan</li> <li>c. Private School Documentation (see an example on page 9)</li> </ul> | C. All requested accommodations are associated with the student's disabilities per the tables on pages 6 & 7 |
|--|---|--|

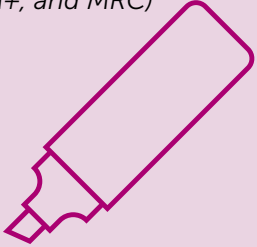

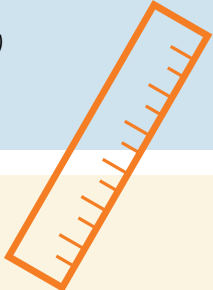
# Direct Access Association Tables

To utilize Direct Access, use these tables to see if your requested accommodations are associated with your student's disability.

<p><b>Disability (1 or more)</b> Specific Learning Disabilities (i.e. <i>Dyslexia, Dysgraphia, Dyscalculia</i>)</p>	<p><b>Requested Accommodations (1 or more)</b> 50% Additional Time (1.5x) Answer Directly in Test Book Calculator (4-function only; May contain %, <math>\sqrt{\quad}</math>, +/-, M-, M+, and MRC) Laptop with Spell Check for Writing Sample (Cannot be used during other sections) Highlighter Ruler Graph Paper Small Group Setting (10 or fewer students in room) Large Print Test Materials (22pt Times New Roman) Reader (Provided by family; student will test individually) Scribe (Provided by family; student will test individually) Use of Gel Overlays</p>	
<p><b>Disability (1 or more)</b> ADD/ADHD Autism Spectrum Disorder (ASD) Psychiatric Disorders (i.e. <i>Anxiety/Depression Disorders, Mood Disorders, Emotional Disturbance</i>) Traumatic Brain Injury (TBI)</p>	<p><b>Requested Accommodations (1 or more)</b> 50% Extra Time (1.5x) Answer Directly in Test Book Calculator (4-function only; May contain %, <math>\sqrt{\quad}</math>, +/-, M-, M+, and MRC) Laptop with Spell Check for Writing Sample (Cannot be used during other sections) Highlighter Ruler Graph Paper Small Group Setting (10 or fewer students in room) Prescription Medication with Water (Must be self-administered and in original prescription bottle) Reader (Provided by family; student will test individually) Scribe (Provided by family; student will test individually) Use of Gel Overlays</p>	

Continued on next page



<p><b>Disability (1 or more)</b> Physical Disabilities Medical or Chronic Health Conditions</p>	<p><b>Requested Accommodations (1 or more)</b> 50% Additional Time (1.5x) Answer Directly in Test Book Calculator (4-function only; May contain %, <math>\sqrt{\quad}</math>, +/-, M-, M+, and MRC) Laptop with Spell Check for Writing Sample (Cannot be used during other sections) Highlighter Ruler Graph Paper Small Group Setting (10 or fewer students in room) Diabetic Supplies (Prescription medication, snacks/water, monitoring kit; student will test individually) Prescription Medication with Water (Must be self-administered and in original prescription bottle) Seat Cushion or Pillow</p> 
<p><b>Disability</b> Blindness/Low Vision</p>	<p><b>Requested Accommodations (1 or more)</b> 50% Additional Time (1.5x) Answer Directly in Test Book Calculator (4-function only; May contain %, <math>\sqrt{\quad}</math>, +/-, M-, M+, and MRC) Laptop with Spell Check for Writing Sample (Cannot be used during other sections) Highlighter Ruler Graph Paper Small Group Setting (10 or fewer students in room) Large Print Test Materials (22pt Times New Roman) Hand-held Magnifier Braille Test Materials Reader (Provided by family; student will test individually) Scribe (Provided by family; student will test individually) Use of Gel Overlays</p>  
<p><b>Disability</b> Deaf/Hard of Hearing</p>	<p><b>Requested Accommodations (1 or more)</b> 50% Additional Time (1.5x) Ruler Hearing Aids and/or Devices (Includes hearing aids, cochlear implants, and/or use of an FM system) Small Group Setting (10 or fewer students in room) Sign Language Interpreter (for spoken directions only)</p>

# Approver Process and Responsibilities for Students Who Need Accommodations Due to Disabilities

Once you have been designated as an approver by a student, a few simple steps complete the process.

- + **First, you'll receive an email with a link to an online form.**
- + **Next, the Approver will request a security code via the link provided. This code will be emailed and after entering the code, the form will be unlocked for completion.**
- + **Complete the online form, indicating:**
  - + The type of documentation you have on file
  - + An approval or denial for each requested accommodation
  - + Your name

## + As part of the form, you'll also be asked to print an Approver ID Form, sign it, and add a business card.

If you don't have a business card, you can provide a brief statement on your company's letterhead indicating your name, address, job title, responsibility for maintaining accommodation documentation, and that you are submitting the letter as verification of your identity for SSAT testing accommodations.

- + **To submit the ID form online, simply take a picture of the form and business card/letter with your smart phone and email to [ta@enrollment.org](mailto:ta@enrollment.org).**

You can also follow the instructions on the form to mail or fax; however, we highly recommend sending as quickly as possible.

- + **We will confirm when we've received and processed your ID form and your approval is complete.**

If no other documentation needs to be submitted by the student, they will be alerted that they are approved and able to register with accommodations. Otherwise, if documentation is required, EMA will await its submission by the student for further review.

**SSAT Approver ID Form**

**DIRECTIONS:**

- Print this form, sign it, and add your business card.
  - If you don't have a business card, you can write a brief statement on your company's letterhead indicating your name, address, job title, responsibility for maintaining accommodation documentation and that you are submitting the letter as verification of your identity for SSAT testing accommodations.
- Send this form to The Association
  - Take a picture with your smartphone and email to [ta@enrollment.org](mailto:ta@enrollment.org) (fastest!)
  - Fax: 609-683-4507
  - Mail / Courier to: **SSAT Accommodations Processing**  
862 Route 518  
Skillman, NJ 08558

The Association will send you an email once this form is received. If you do not receive confirmation, within 48 hours please contact SSAT at [info@enrollment.org](mailto:info@enrollment.org).

If taking picture, do not include top instructions above this line.

**Approver ID:**  
**[tgera@enrollment.org](mailto:tgera@enrollment.org)**

**Add Business Card Here**

If providing letter place letter below this half of page and ensure submission includes this form and letter.

By submitting this form to The Association, you affirm that the information provided in business card or letter approval is true, the to you and that you have submitted these documents and the approval in accordance with SSAT stated policies.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

## Once EMA has your ID on file, you will be considered a known approver.

This means that you will only need to submit ID once, regardless of the number of students you approve. Your status as a known approver continues through three testing seasons. In other words, if you become a known approver in the 2019-2020 testing season (August 1, 2019-July 31, 2020) you will not need to submit your ID again until August 1, 2022. When accessing future online approval forms as a known approver, the form recognizes your email address and will not require submission of identification for approval validation.



# Private School Documentation — Example

While IEP and 504 documents tend to be relatively structured in their format and include all necessary elements to meet SSAT documentation requirements, private school documentation may not be as consistent. Generally, private school documentation is considered to be formal documentation created by the school which outlines diagnostic impressions, as well as educational needs and services provided in the school setting for a given student. Provided below is a sample document which fulfills SSAT requirements.

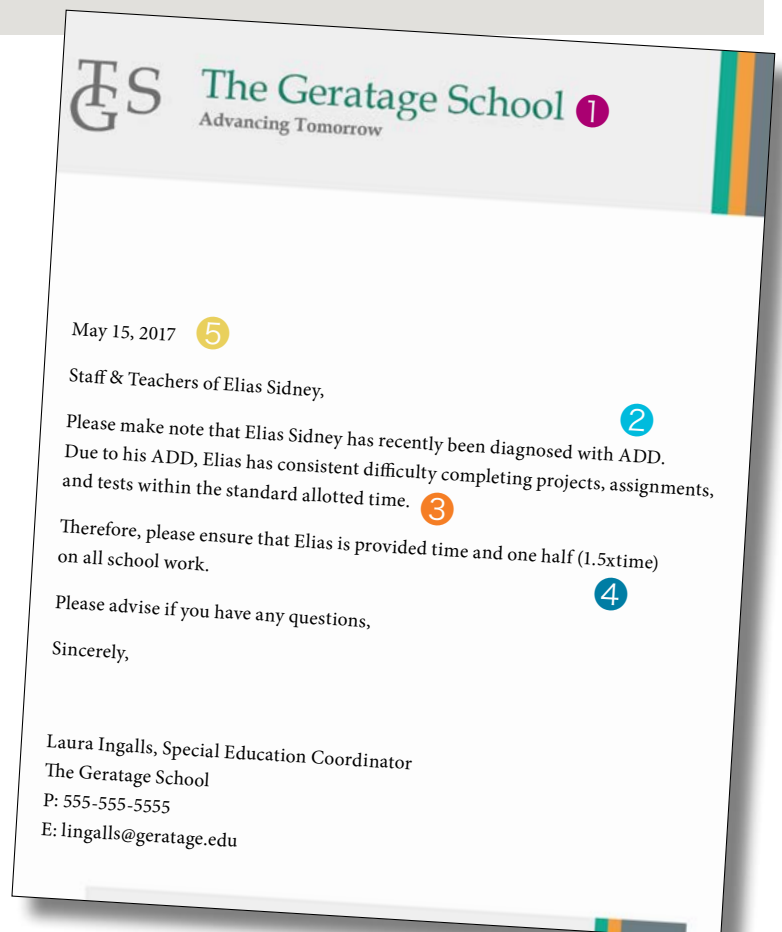
## Acceptable Forms of Documentation

+ Private school documentation—on letterhead

### Regardless of Form, the Documentation Must:

- + List or reflect a history of each disability,
- + Illustrate that each disability substantially limits a major life activity,
- + Illustrate that the accommodations requested are reasonable, and
- + Be dated within the three years prior to the date of submission to EMA.

- 1 The document is on letterhead.
- 2 The disability is clearly listed as ADD. If ADD had not been specified, an explanation describing the condition as generally fitting ADD would also be acceptable.
- 3 The impact against learning, a major life activity, is simply but clearly indicated.
- 4 1.5x time is a reasonable accommodation for students diagnosed with ADD, and doesn't require further illustration.  
  
If, for example, large print materials were indicated as an accommodation in this case, some explanation would be needed to show that this accommodation was reasonable.
- 5 The document is properly dated within the last three years.





# Approvers for Students Who Need Accommodation to Test on Sunday Due to Religious Beliefs

## Who may serve as an approver?

An approver for Sunday testing may be any non-family member of the clergy.

## Is documentation required?

EMA does not require documentation submission for Sunday testing requests.

## What is the process for being an approver for Sunday accommodations?

Once a student requests Sunday testing and indicates you as their approver, you will receive an automated email containing a link to an online form through which you will confirm the student's religious need for Sunday testing. After completing the online approval form AND submitting your completed approver identification form, you will become a known approver and the student will be notified of their approval to register for a Sunday test date.

## Sunday Testing in Israel

If a student is in need of Sunday testing approval for any scheduled SSAT offered in Israel, please contact EMA at [ta@enrollment.org](mailto:ta@enrollment.org) for assistance.

