

HB

80

<TARGET><BILL>HB 80</BILL><SUBJECT>HB
80</SUBJECT><COMM>HFIN29</COMM></TARGET>

Fiscal Note

State of Alaska
2015 Legislative Session

Bill Version:	HB 80
Fiscal Note Number:	1
(H) Publish Date:	3/9/2015

Identifier: HB080-EED-SSA-2-27-15
 Title: REPEAL COLLEGE/CAREER READINESS ASSESS.
 Sponsor: GATTIS
 Requester: House Education Committee

Department: Department of Education and Early Development
 Appropriation: Teaching and Learning Support
 Allocation: Student and School Achievement
 OMB Component Number: 2796

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2016	Included in	Out-Year Cost Estimates				
	Appropriation Requested	Governor's FY2016 Request	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
OPERATING EXPENDITURES	FY 2016	FY 2016					
Personal Services							
Travel							
Services	(525.0)	525.0	(525.0)	(525.0)	(525.0)	(525.0)	(525.0)
Commodities							
Capital Outlay							
Grants & Benefits							
Miscellaneous							
Total Operating	(525.0)	525.0	(525.0)	(525.0)	(525.0)	(525.0)	(525.0)

Fund Source (Operating Only)

1004 Gen Fund	(525.0)	525.0	(525.0)	(525.0)	(525.0)	(525.0)	(525.0)
Total	(525.0)	525.0	(525.0)	(525.0)	(525.0)	(525.0)	(525.0)

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues							
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Estimated SUPPLEMENTAL (FY2015) cost: 0.0 (separate supplemental appropriation required)
 (discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2016) cost: 0.0 (separate capital appropriation required)
 (discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes
 If yes, by what date are the regulations to be adopted, amended or repealed? 12/31/15

Why this fiscal note differs from previous version:

Not applicable, initial version.

Prepared By:	Paul Prussing, Deputy Director	Phone:	(907)465-8721
Division:	Teaching and Learning Support	Date:	02/27/2015 10:30 AM
Approved By:	Mike Hanley	Date:	02/27/15
Agency:	Commissioner		

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2015 LEGISLATIVE SESSION

Analysis

This bill repeals AS 14.03.075(a), the requirement for high school students to participate in college and career readiness assessments to qualify for a high school diploma.

This bill repeals AS 14.03.075(b), the award of a certificate of achievement for students that do not qualify for a diploma through the participation of a college and career readiness assessment.

The bill repeals AS 14.03.075(c), the requirement for the Department of Education & Early Development (DEED) to pay the fees for students to take a single administration of a college and career readiness assessment within two years prior to a student's graduation date.

This bill repeals AS 14.03.075(e)(1), the definition of "college and career readiness assessment."

This bill repeals AS 14.07.165(a)(5), removing from the state board's duties the requirement to implement regulations on the college and career ready assessments, providing for the needs of a student with a disability, setting standards for a waiver, and addressing the logistics of the assessments.

This bill repeals AS 14.07.165(b), the reference to the definition in this section of "child with a disability."

Currently, under AS 14.03.075 (c), DEED pays the fee for a single administration of a college and career readiness assessment (ACT, SAT, or WorkKeys) for each high school student within two years prior to a student's graduation date. The estimated cost is calculated based on 10,000 students tested at an exam price of \$52.50 = \$525.0.



THE STATE
of **ALASKA**
STATE LEGISLATURE

Rep. Lynn Gattis

Rep.Lynn.Gattis@akleg.gov

House Finance Committee

Education Finance Subcommittee Chair
Administration Finance Subcommittee Chair

HB80 Sponsor Statement

Repeal of College and Career Readiness Assessment Requirement

With the passage of HB278 in 2014, all secondary students must take the ACT, SAT or Work Keys exam to receive a high school diploma, at the States expense. The change in the States fiscal situation provides an opportunity to take a second look at this funding, without impacting the classroom.

Students that wish to be eligible for the Performance Scholarship or college admissions can still do so, but must pay for the testing themselves.

HB80 removes the mandate for student college and career readiness assessment, and in turn allows State spending for education to be targeted toward the classroom where the greatest return on investment can be realized.



HOUSE DISTRICT 7
GREATER WASILLA

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THE STATE
of **ALASKA**
STATE LEGISLATURE

Rep. Lynn Gattis

Rep.Lynn.Gattis@akleg.gov

House Finance Committee

Education Finance Subcommittee Chair
Administration Finance Subcommittee Chair

HB80 Sectional Analysis

"An Act Repealing the requirement for secondary students to take college and career readiness assessments"

Section 1

Repeal AS 14.03.075(a); removes mandate that a school may not issue a secondary school diploma to a student unless the student takes a career readiness assessment or receives a waiver.

Repeal AS 14.03.75(b); removes the requirement that schools must issue certificates of achievement who fails to qualify for a diploma.

Repeal AS 14.03.75(c); removes requirement that the department provides funding assessments

Repeal AS 14.03.75(e)(1); defines college and career readiness assessments as SAT, ACT, or WorkKeys.

Repeal AS 14.03.75(a)(5); removes requirement to for the State Board to adopt regulations pertaining to testing for children with disabilities

Repeal AS 14.03.75(b); defines "child with disability"



HOUSE DISTRICT 7
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Alaska Superintendents Association

234 Gold St. • Juneau, AK 99801-1101

Phone: (907) 586-9702 / (800) 478-9702 • Fax: (907) 586-5879



Board resolution of the Alaska Superintendents Association, adopted on Sunday March 8, 2015

ASA Resolution Opposing Unfunded Mandates

It is resolved that:

The Alaska Superintendents Association (ASA) strongly opposes unfunded mandates to school districts, schools, teachers and students. Every minute of every school day is precious, and many (if not most) well-intended mandates, especially those surrounding training, clutter the school day with rigid requirements that may not advance student achievement. In fact they reduce instructional time for both students and staff. The state should resist imposing unfunded mandates on districts with the same intensity of purpose used to oppose unfunded federal mandates on the state. There is always a cost with a requirement, particularly in the context of obtaining expertise in the content matter, staff time, record keeping, curriculum development, time and materials for training and testing, etc. If the legislature deems that training for K-12 is important enough to put into law, then commensurate fiscal support that reflects the true costs to implement at the district level is essential. It is also vital to note that over time, various mandates accumulate into a complex mass of regulations that are unclear, cumbersome, and difficult to administer. If we are to meet the charge of compulsory learning for all Alaskan students, we ardently recommend all potential mandates are prioritized, reviewed for alignment with other mandates, appraised for associated costs, and only passed in cases where this process determines which priority mandates will be accompanied by adequate implementation resources.

Signed, on behalf of the ASA board, by:

A handwritten signature in black ink that reads 'Todd Poage'. The signature is written in a cursive, flowing style.

Todd Poage
ASA President

Rep. Lynn Gattis

From: Eric Gebhart <supt@nenanalynx.org>
Sent: Tuesday, April 14, 2015 8:21 AM
To: Rep. Lynn Gattis
Cc: Rep. David Talerico
Subject: HB 80 - Repeal College/Career Readiness Assessments

Dear Representative Gattis,

I will not be able to call in to offer verbal testimony, so I did want to send an e-mail expressing my support for HB 80 - Repeal College/Career Readiness Assessments. It is a way to help reduce costs without effecting the classroom directly.

Please let me know if further support is needed.

Sincerely,

Eric Gebhart Superintendent, *Nenana City School District*

"A Community of Opportunity . . . Preparing Students for Life"

Tel: (907) 832-5464 | Fax: (907) 832-5625

supt@nenanalynx.org | website: nenanalynx.org

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[Want a signature like mine? Click here.](#)

Good morning Mr. Ricci,

Unfortunately my schedule will not allow me to testify this morning in support of HB80; however, please accept this email. I greatly appreciated Rep. Gattis' amendment from the original bill to remove the "Opt out" language as this while solving one potential problem really did create another problem for Districts. As the bill now stands, it corrects what I view as an error on the part of last year's legislature. In an effort to assure that our students are college and career ready, an assessment was mandated. But just taking an assessment does not make it a valid measure. Students and Districts are quick to pick up on the fact that the students did not have to meet any type of criteria for the assessments, just take them. This fact renders the test results as a measure of school accountability meaningless. I support the repeal of the requirement to take a college/career ready test.

Thank you

Laural Jackson, Superintendent
Delta/Greely School District
907-895-4657 ex 24

This message is considered confidential and should not be shared without explicit permission of the sender.

Requirement to Test Students on Statewide Assessments

ISSUE: The ability to refuse to participate in statewide assessments has come under question. This document provides the legal requirements for districts and schools to test all students.

CURRENT SITUATION: Standardized student assessments are required to be administered in Alaska public schools under both state and federal law for purposes of school and district accountability and measuring student achievement. They are not associated with student grades or promotions.

STATE LAW: Alaska state regulations require school districts to test all students and do not allow a school or district to systematically exclude students.

4 AAC 06.737. Standards-based test ...Except for students eligible for an alternate assessment under 4 AAC 06.775(b), each district shall administer the standards-based test in reading, writing, and mathematics annually to every student in grades 3 through 10, and each district shall administer the standards-based test in science annually to every student in grades 4, 8, and 10.

4 AAC 06.820. Participation... (b) A school or district may not systematically exclude students from assessment.

FEDERAL LAW: Federal law requires states that receive funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) to implement assessments in each school district that include math, reading or language arts, and science. Assessments must be implemented in grades 3-8 and in at least one high school grade in grades 10-12 for reading/language arts and math. A science assessment must be administered at least once in grades 3-5, 6-9, and 10-12. Alaska administers science assessments in grades 4, 8, and 10.

The act requires that the state assessments must provide for the participation of all students in the tested grades. Districts and schools that do not receive Title I funds are still required to administer assessments to all of their students.

POTENTIAL US ED ACTION: If a state education agency (SEA) fails to comply with the assessment requirements in ESEA, the U.S. Department of Education (US ED) has a range of enforcement actions it can take. These include:

- sending a letter to the SEA requesting that it come into compliance;
- increasing monitoring;
- placing a condition on the SEA's Title I, Part A grant award or its ESEA flexibility request;
- placing the SEA on high-risk status (34 C.F.R. § 80.12);
- issuing a cease and desist order (GEPA section 456 (20 U.S.C. § 1234e));
- entering into a compliance agreement with the SEA to secure compliance (GEPA 457 (20 U.S.C. § 1234f));

- withholding all or a portion of the SEA's Title I, Part A administrative funds (ESEA section 1111(g)(2) (20 U.S.C. § 6311(g)(2)));
- and suspending, and then withholding, all or a portion of the state's Title I, Part A programmatic funds (GEPA section 455 (20 U.S.C. § 1234d)).

An SEA, such as the Department of Education & Early Development (EED), has similar enforcement actions available to it with respect to noncompliance by a school district, including withholding a district's Title I, Part A funds. *See, e.g.*, GEPA section 440 (20 U.S.C. § 1232c(b)).

In addition, EED or a school district could find itself out of compliance with a wide range of additional federal programs that rely on statewide assessment results, putting additional funds at risk.

These additional programs include, but are not limited to:

- the School Improvement Grants (SIG) program;
- ESEA Title III (language instruction for English language learners);
- Part B of the Individuals with Disabilities Education Act (IDEA);
- programs for rural schools under ESEA Title VI;
- migrant education under ESEA Title I, Part C;
- and programs focused on professional development and other supports for teachers, such as ESEA Title II.

STUDENT DATA: Regarding concerns related to the sharing of personally identifiable information, EED does not submit individual-level data to the US ED.

HB 80

Good afternoon,

I am writing to request your support for any legislation that repeals Common Core tests like AMP and protects student privacy and/or disallows data mining. HB 85 is being introduced by Rep. Reinbold; please support that and any previous or further bills supporting this position. HB 80 repeals AK DEED funding of ACT, SAT, and WorkKeys, which have all been Common Core aligned (this is not a controversial statement, the College Board announced it). Why is AK spending any more money on Common Core items such as these tests when legislation passed making that illegal? As I understand it, no further expenditures on Common Core items are allowed. HB 80 simply puts things back how they were - kids can still take ACT, SAT and WorkKeys. In fact, DOL offers WorkKeys free for anyone over 16 (so is AK DEED just offering these to glean the data for the P-20W?).

There are serious privacy problems with the data-gathering and sharing going on in connection to the AMP tests. Public school students can refuse to take the test without being denied re-enrollment for the next year, however, I and thousands of other parents are being told by the IDEA homeschool program (and even more if you include all the other correspondence programs) that we face denial of re-enrollment for the upcoming year. Parents are not sure if remedial learning measures will be taken against students who end up with a "0" score as a result of test refusal. In a letter sent out to IDEA families by Tim Cline, he said, "every non - tester will be counted as below - proficient". I have watched friends whose children scored below- or far below-proficient get their curricular choices narrowed by IDEA urging heavily that they use remedial learning materials. In one case, the mom knew her daughter's poor scores were a result of simply not having covered the material yet and she just wanted to keep moving forward in the same curriculum knowing her daughter 1) was finally learning well and grasping concepts in that curriculum and 2) would cover that material eventually. She was bullied about this by IDEA staff to the point she ended up leaving IDEA. My point here is that building-based public school students are not treated this way. Homeschoolers deserve a firm legal way to refuse the test without consequence to the child or the family from the program (IDEA) or from anywhere else.

I concur with the details of the data privacy concerns laid out in correspondence to you by Barbara Haney & Bonnie Cameron. I constantly see FERPA in documents cited as an assurance of privacy. FERPA was gutted effective Jan. 2012 specifically to allow the sharing of a minor's personally-identifying information (PII, as some AK documents refer to it) without consent. Obtaining consent is no longer law. FERPA means nothing anymore. Also, data breaches happen all the time and there are specific IT problems with some of the drives AK has chosen to use with AAI's KITE program (for use with the AMP tests).

The responsibility for the data falls on the districts and the boroughs. Do the borough mayors understand this? Do the superintendents? They seem clueless for the most part. Are they insured in case of a data breach?

There is another side to this, though - who is responsible for the data while it is out of state? What privacy guidelines do they follow?

Watch this 1 1/2 minute video from the AK State legislature. Her testimony is in direct opposition to what is coming from AKDEED & Hanley to IDEA. She describes in detail exactly how they plan to do this.

<https://www.youtube.com/watch?v=98VpMaZDc-0>

Commentary under the video states, ""The testimony makes it clear that the student data that is identifiable will be retained by ACPE. Since they are also the Alaska Student Loan Corporation... they can determine career paths (talent pipelines) through the Student Loan Program. By simply refusing certain students for certain loans in certain majors, they can have an enormous influence on student outcomes. They claim they are studying it, but they are actually in a position to determine the very outcome they are claim[SIC] to study. "

So, they DO retain identifiable Data and they DO track children and they admit it clearly here. Notice that children are "unit" records, and that they will go back and link those "unit" records. That is tracking.

Also watch this shorter version of House Testimony on the P-20W database which includes OASIS, DOL Wage database, the PFD, and the UA IPEDs data. The clip focuses on the use of student data from the AMP.

<https://www.youtube.com/watch?v=SRxDDJAB8yg>

We did not consent to our children's data being entered into all these databases. When I signed my IDEA re-enrollment form last spring, it did not say "AMP" tests. In fact, IDEA told us SBAs would still be in use. Many of us would not have re-enrolled otherwise. That has to nullify the testing agreement. They changed it mid-year, and even changed their testing agreement form (it is online, so most of us have no hard copy to reference though some printed screen-shots.) It's not just the overall AMP test score recorded, there is fine-grain data that even though they say they encode or disaggregated can easily be put back together & traced back to the individual. Fine-grain data comes from the Unique Electronic Numbers (UENs) attached to each AMP standard (or each verb/skill within a standard). Those are like the tags with a bar code at the grocery store. Just as the store can do a product inventory using those codes, some codes showing "0" if they are out of a product, a child's profile in the database(s) will show whether he mastered, failed, etc. each UEN tested. With the computer adaptive testing, there is the gathering of biometric and psychometric information. AAI, Alaska's new test company, published an article boasting their new lead expert psychometrician.

Thank you,
Taryn Luskleet
North Pole, AK

I appreciate the opportunity to share with you today. My name is Margaret Griffin and I am a School Counselor at Soldotna High School. I have a Masters degree in School Counseling.

School Counselors wear so many hats, all with the goal of supporting kids so they can learn and become productive members of society. Some of my major responsibilities include being a leader who trains my staff and teachers about suicide awareness and intervention, mediation, and crisis response. Sometimes we come to school with a plan for the day and then end up spending the day on crisis responsive services. We facilitate mediations between students, educate them about bullying, make OCS reports and connect students with the appropriate professionals. We are often the go-to person to support kids emotionally. We teach career and future planning lessons in the classrooms and help students with their PLCP (Personal Learning and Career Plan). We teach students how to create a scholarship folder and college admissions essay and help them with their college applications and future planning. Counselors are on the front lines when a crisis occurs. I don't have to tell you that the statistics in our state are staggering in terms of suicides, trauma, alcoholism, drugs, and violence and our role is to support kids so they can learn.

Our challenge is balancing all those hats with non-counseling duties such as test coordination, hall duty, scheduling, and other administrative tasks. It breaks my heart that more than 55%-60% of my time is spent on non-counseling duties. 40% of which is test coordination. I coordinate 15 tests throughout the year including PSAT, WorkKeys, ACT in school twice and on Saturday voucher day, SAT voucher day, Science SBA, AMP, ASVAB, and 6 Advanced Placement tests. Most of the time we can't provide the level of support our kids need because we are examining the school map to figure out where to place a small group for testing. Or coordinating with the Sports Center for testing. Or sticking stickers on ACT booklets or Science SBA test books. **This is a tragic misuse of a highly qualified School Counselor.**

All the new CCR testing this year means a lot is falling off our plate. To name a few: New student transition and orientation, Intervention, Academic Advising and PLCP, PSAT interpretation, Hospice Grief Group, Peer Mentor programs, 1 on 1 senior visits, classroom visits to promote college & career readiness & scholarships, Career lessons in classrooms is greatly diminished, we are often simply not available for social emotional response or to communicate to staff about students at risk, and seniors in jeopardy.

I would like to ask you to consider encouraging District and Building Administrators to re-assign the test coordinator stipend position so that School Counselors can focus on what they are supposed to be focused on- which is kids.

I am in favor of HB 80, which would repeal the CCRA graduation requirement and take a lot off our plates.

I would like to ask you to remember the importance of what School Counselors do to support kids across our district with not only their social emotional challenges, but with their career and future goals. Thank you.



OFFICE OF EDUCATION & INSTRUCTION
Gene Stone, Assistant Superintendent of Instruction

Mission: Mat-Su Borough School District prepares students for success

March 3, 2015

Legislature of the State of Alaska
Twenty-Ninth Legislature – First Session

Dear Members of the Twenty Ninth Legislature:

The Mat-Su Borough School District would like to offer support for House Bill 80, with one suggestion. We support the elimination of requiring testing as a condition of receiving a high school diploma. We do however support that funding be provided to each student wishing to take an ACT, SAT or WorkKeys test on a one-time basis.

We believe each student should have the opportunity to take a college or career readiness assessment primarily because it is a typical requirement for accessing colleges and universities. A one-time funding for ACT, SAT or WorkKeys demonstrates equitable treatment for all students and acts as an incentive to have the students prepare well for their test as they will have to pay for any additional tests. Additionally, parents and students will see this as a significant financial benefit that directly supports their families.

We believe our community as represented by our Mat-Su Borough School Board supports local control for the determination of the assessments and curriculum requirements that will lead to a high school diploma. Because of this belief we support language in HB 80 that eliminates the requirement of taking an ACT, SAT or WorkKeys test as a requirement to receive a high school diploma.

We look forward to our continued work with our legislature to find ways to build opportunities for the students and families of the Mat-Su Borough School District.

Thank you,

Gene Stone
Assistant Superintendent
Mat-Su Borough School District



OFFICE OF THE SUPERINTENDENT

Dr. Deena M. Paramo

Mission: Mat-Su Borough School District prepares students for success

April 9, 2015

Legislature of the State of Alaska
Twenty-Ninth Legislature – First Session

Dear Members of the Twenty-Ninth Legislature;

The Mat-Su Borough School District supports the passage of House Bill 80. Our district favors providing Mat-Su families the opportunity to choose the college readiness test (ACT, SAT, or WorkKeys) which they feel best suits the future need of their student. Additionally we believe the cost of taking the test should be a family's responsibility and not the school district's, as it was prior to FY15.

An unintended consequence for requiring all students to take an ACT, SAT or WorkKeys test has created a significant burden on school counselors in their role as test site coordinators and requires a disproportionate amount of their duties to be directed to testing rather than traditional academic counseling duties. Schools will continue to have ample opportunity to facilitate ACT, SAT, and WorkKeys tests in a way that will not impact the instructional day with the passage of HB 80.

Our community as represented by the Mat-Su Borough School Board supports local control for the determination of assessments and curriculum requirements that lead to a high school diploma. Because of this belief, we support language in HB 80 that eliminates the requirement of taking an ACT, SAT, or WorkKeys test as a requirement to receive a high school diploma. We look forward to our continued work with our legislature to find ways to build learning opportunities for the students and families of the Mat-Su Borough School District.

Thank you,

Dr. Deena M. Paramo
Superintendent

HB 80 "An Act repealing the requirement for secondary students to take college and career readiness assessments."

Testimony is in favor of HB 80 sponsored by Representative Gattis and co-sponsored by Representative Clover.

I am in favor of repealing the requirement for graduation set forth last year for students to take a College and Career Ready Assessment (CCRA). The current assessments are defined as the ACT, the SAT, or the WorkKeys exam.

In many school districts throughout Alaska, school counselors often serve as the building test coordinator. The test coordinator role routinely includes coordination of the CCRA's, Alaska Measures of Progress (AMP), Alaska Science Standards Based Assessment (Science SBA), National Assessment of Educational Progress (NAEP), Advanced Placement (AP) testing and Preliminary SAT (PSAT) in addition to required surveys like the Youth Behavior Risk Survey (YRBS) and the Prevention Needs Assessment (PNA).

The Kenai Peninsula Borough School District (KPBSD) employs 16 certified school counselors who serve over 4000 middle and high school students. We provide service to students as outlined in the American School Counselor Association's (ASCA) National Model which centers around three domains of service to students: academic, career, and personal/social development. The National Model recommends that school counselors spend 80% or more of their time in direct and indirect services to students. Direct services include curriculum activities, individual assistance to students in establishing personal goals and developing future plans, and responsive services to students in need. Indirect services include all of the consultation and collaboration activities that counselors perform with parents, teachers, administrators and agencies on behalf of their students. The ASCA K-12 College and Career Readiness (CCR) Standards guide our school counseling programs.

Of the 16 KPBSD school counselors, 64% of them, in addition to the services listed above, are designated as their building "test coordinator". At a recent meeting, all counselors were asked to complete the "School Counseling Activity Rating Scale" in which they were asked to indicate both the "actual" and "preferred" frequency of functions that may be performed by school counselors. We found a significant difference between those school counselors who also are designated as their building test coordinator and those who are not. A few results of note:

- 100% of non-test coordinator counselors frequently or routinely counsel students regarding academic issues; only 25% of test coordinator counselors are able to do so at the same level.
- While 40% of non-test coordinator counselors routinely counsel with students regarding personal and family concerns; only 13% of test coordinator counselors do so on a routine basis.
- 60% of non-test coordinator counselors occasionally / frequently or routinely conduct classroom lessons addressing career development and the world of work; compared to 38% of test coordinator counselors.
- And lastly, 80% of non-test coordinator counselors frequently consult with school staff concerning student behavior; compared to 13% of test coordinator counselors

As indicated by these survey results, the over-abundance of testing activities for school counselors serving as test coordinators directly impacts the level of direct and indirect services counselors are able to provide to their students, including the ability to deliver a school counseling program based on CCR Standards. School counselors are uniquely qualified to advise students on post-secondary options and to systematically guide students throughout their school careers in multiple areas. However, the services students both need and deserve are being impacted in a significant manner by the loss of school counseling services.

While it is my understanding that HB80 will only remove the graduation requirement associated with the CCRA regulations, I am hopeful this will be a first step in re-assessing the impact excessive school testing is having on our students.

Thank you for the opportunity to submit my testimony in favor of HB 80.

Sara Moore, KPBSD District Counselor/Specialist
PO Box 367
Soldotna, AK 99669

Students with Disabilities

The steps to receive test accommodations

Register Next Tests:

5/2, 6/6

If you have a documented disability, you may be eligible for accommodations on SAT Program tests. Visit our [Services for Students with Disabilities \(SSD\) site](#) for information about accommodations, the request process, and required documentation. If you've already been approved by SSD to take the PSAT/NMSQT or AP Exams with accommodations, you don't need to submit a second request.

To receive test accommodations, you need to:

1. Get approved

College Board approval is required for every student — even those who receive accommodations at school. The College Board's request process can take up to seven weeks, so start early. Documentation of the student's disability and need for specific accommodations is always required and must sometimes be submitted for College Board review. [Visit the SSD site](#) for information about the approval process.

2. Learn about taking the SAT with accommodations

Deadlines for accommodations requests are earlier than SAT registration deadlines. If you plan on taking the SAT in October, for instance, it's best to begin the process in the spring of the previous school year — well before summer recess. Learn more about [Taking the SAT with Accommodations](#) on our SSD page, and [view the Calendar](#) for all test dates and deadlines for completing SSD accommodations requests.

3. Register for the SAT with accommodations

All students who request accommodations are assigned a seven-digit SSD Eligibility Code. This number is printed on the student's decision and eligibility letters. SSD Coordinators can find this number by looking on their SSD Online dashboard.

If registering for the SAT online, enter your SSD Eligibility Code when prompted. If registering by mail, include a copy of your SSD Eligibility Letter in the envelope with your SAT registration form.

Check your SAT admission ticket. If you've been approved for accommodations, they should be noted. If they're not, call SSD at 212-713-8333 to ensure approved accommodations are added to your pending registration.

If your accommodations have not been approved yet, you must register as a standard test-taker. Once your accommodations are approved, check your Admission Ticket online or call 212-713-8333 to confirm that your registration has been updated to reflect the accommodations. For further information, ask your counselor or visit our [Services for Students with Disabilities \(SSD\) site](#).