



Parent University

Testing, Testing, 1...2...3...

March 31, 2021

End of the Year Testing Information

On the Agenda



Mary Fertig, Parent and Community Involvement Task Force
Laurie Rich Levinson, School Board Vice Chair
Superintendent Robert Runcie



Mindfulness Activity
Dr. Daniel Shapiro
Carolyn Sant Angelo



Student Panel
Bianca Cirigliano
Madielyn Rubinstein



Take a Look at Our Schools
Mark Dorsett, Executive Director Physical Plant Operations/Tracey Neal, Executive Director Enterprise Risk & Emergency Preparedness
Kenneth King, & Ernie Lozano, Elementary Cadre Directors/Dr. Jermaine Fleming, Secondary Cadre Director



Transportation for Testing
Rolando Alvarez, Executive Director Transportation and Fleet Services



Food and Nutrition Services for Testing
Zoe Crego,, Supervisor



Elementary and Secondary Testing Information/ESLS and ELL Testing Information
Richard Baum, Director Student Assessment and Research/Ralph Aiello, Director School Counseling and BRACE Advisement
Saemone Hollingsworth, Executive Director ESLS/Victoria Saldala, Director Bilingual/ESOL



Test Taking Tips and Anxiety Reduction
Dr. Daniel Shapiro
Carolyn Sant Angelo

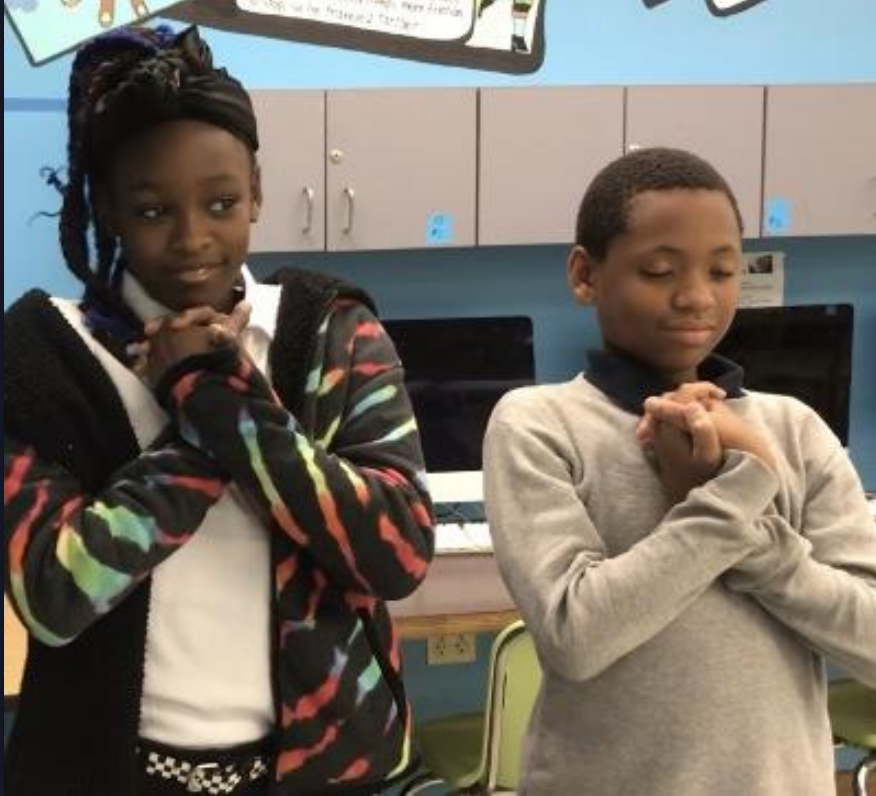


Welcoming Speakers

- Mary Fertig, Chair PCITF
- Laurie Rich Levinson, Board Vice Chair
- Superintendent Robert Runcie



SEL and Mindfulness



Dr. Daniel Shapiro - Supervisor of SEL
Carolyn Sant Angelo – SEL Team Lead

Find out more information in the SEL and Mindfulness Toolkits for Families and Students <https://browardschools.instructure.com/courses/1061943>





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Mindfulness Practice

Social & Emotional Learning (SEL) and Mindfulness Toolkits for Families and Students



Visit the SEL and Mindfulness: Families and Students Toolkit found at <https://browardschools.instructure.com/courses/1061943>

- 10 Minutes of Mindfulness/SEL Practices
- ReThink Ed Videos for Families to share together
- Research, Recordings, and Resources to learn more about SEL & Mindfulness



10 Minutes of Mindfulness/SEL For Families and Students

3 STEPS for Inner Explorer



Inner Explorer is a plug n' play mindfulness resource that is high quality and researched based. These 3 steps give you access to a well-crafted audio library that helps supports social-emotional and academic learning by practicing a few minutes of mindfulness.

- 1** STEP 1: VISIT [HTTPS://XP.INNEREXPLORER.ORG/COMPASS/BROWARD](https://xp.innerexplorer.org/compass/broward)
- 2** STEP 2: REGISTER FOR THE FREE FAMILY OR STUDENT ACCOUNT 
- 3** STEP 3: PRESS PLAY FOR DAILY 10 MINUTE MINDFULNESS PRACTICE AUDIO. REPEATING THE PRACTICE IS A HELPFUL OPTION.

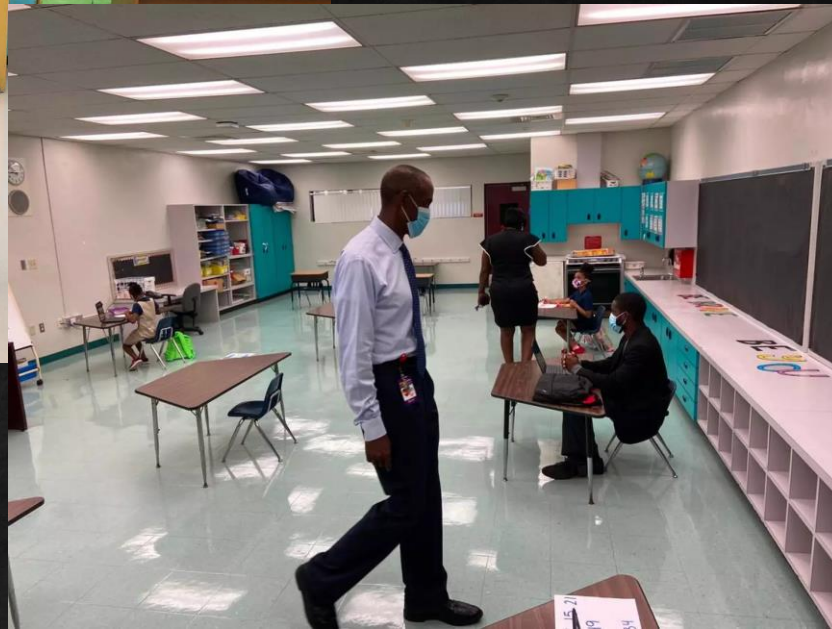


Student Panel – In School Experience



Taking a Look at Our Schools

Mark Dorsett, Executive Director Physical Plant Operations
Tracey Neal, Executive Director Enterprise Risk & Emergency Management



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Cleaning Procedures



Daily Electrostatic Spraying

All BCPS Facilities are equipped with Electrostatic Sprayers. Facilities Service Persons perform daily electrostatic spraying in high traffic areas including: Restrooms, Front office(s), Cafeteria, Media Center, Clinic, Isolation Room, Gymnasium, Locker rooms, Weight rooms, student entries, single-point of entry, etc.

Increased Routine Cleaning

All BCPS Facility Service Persons are trained on effective methods for cleaning and disinfecting schools to help fight the spread of viruses and other harmful bacteria. Facilities Service Persons check common areas throughout the day to conduct touch-point cleaning and do thorough cleaning/disinfecting once students leave for the day.

Emergency Cleaning

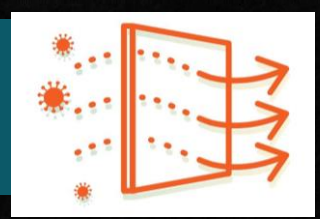
In the event of a confirmed case of COVID-19 in a BCPS facility, the facility will temporarily close to allow for emergency cleaning. A third-party service has been retained to assist with this cleaning as needed.

Classroom Cleaning Supplies

All classrooms have been supplied CleanCide/Lysol disinfecting wipes to allow for additional intermittent cleaning as needed or desired.



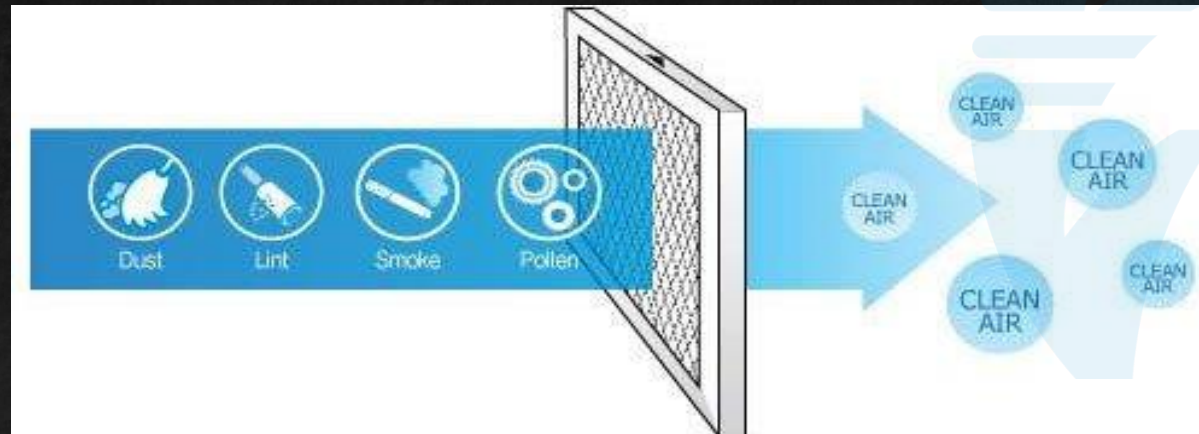
Indoor Air Quality Program



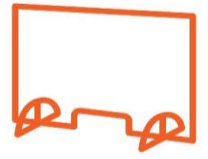
Enhanced Indoor Air Quality Program

The District has a comprehensive Indoor Air Quality (IAQ) Program to identify, evaluate and control flooding, moisture, mold, mildew and related issues. Throughout the past year, the District has enhanced the program to increase protection from airborne infectious aerosol exposure.

- Completed more than 2,000 work orders to enhance indoor air quality
- Spent over \$2 million enhancing the indoor air quality throughout the District
- Followed all recommendations for reducing airborne infectious aerosol exposure, including:
 - Increased run time for the HVAC system to allow the units to increase air exchange to the building
 - Increased fresh air intake to where feasible to improve air circulation throughout the building
 - Upgrade filters on all Air handler units that can accommodate MERV 13 rated filters, and upgrade all other units to the highest allowable MERV rating that the units can withstand
 - Only use air cleaners for which evidence of effectiveness and safety is clear



Plexiglass Shields



The District has provided plexiglass shields for every school. They are placed at:

Elementary Schools

- Single-point-of-entry
- Media Circulation
- Cashier

Middle Schools

- Single-point-of-entry
- Guidance
- Media Circulation
- Cashier

High Schools

- Single-point-of-entry
- Guidance
- Circulation
- Registration
- Office Manager
- Cashier

Centers

- Single-point-of-entry
- Guidance
- Cashier



Water Bottle Filling Stations



FOR YOUR SAFETY & OURS

WATER BOTTLE REFILLING STATION ONLY



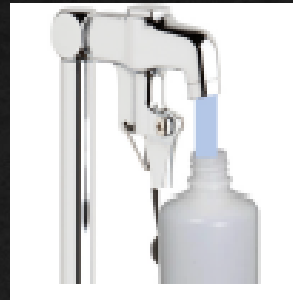
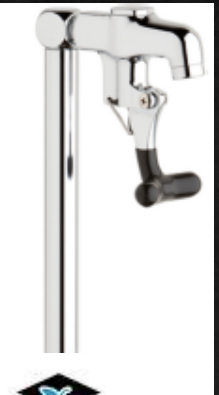
- Do not drink directly from the water fountain.
- Use only to fill **WATER BOTTLES**.
- Do not place your mouth on the spout or allow your water bottle to touch the nozzle.

 **BROWARD**
County Public Schools

Water bottle filling stations have been installed in all schools. Installation of water bottle filling stations in place of water fountains helps promote good physical hygiene. Students and staff should bring a reusable water bottle each day to refill at the newly installed stations throughout the schools.

EXAMPLES OF ACCEPTABLE BOTTLES:

STANDARD HYGIENE:



DO NOT
touch the faucet
spout with the bottle



DO NOT
touch surrounding
surfaces with hands



Wash hands with
soap and water
after use



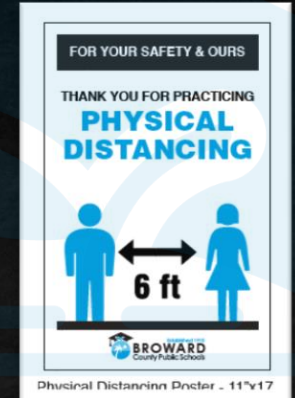
OR
Use alcohol-based
hand sanitizer
after use

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Signage



More than 300,000 pieces of signage have been posted in highly visible locations to promote everyday protective measures and describe how to stop the spread of COVID-19.



Personal Protective Equipment (PPE)



Face Coverings - REQUIRED

Students and staff are required to wear face coverings **AT ALL TIMES** while in District buildings. Parents must provide face coverings for their child each day. If a student loses or damages their face covering during the school day, a disposable mask will be provided. This is in accordance with the District's Face Covering Policy.

All BCPS classrooms have been stocked with necessary items to protect students and staff against COVID-19. The following items are available for staff and/or student use:

- Hand sanitizer
- Gloves
- 3-ply face coverings
- Disinfecting wipes

Specialized PPE for staff who work with special needs students has been provided:

- Reusable face shields
- Protective gowns
- Clear communicator masks
- Portable clear barriers



Isolation Room



Isolation Room

A dedicated Isolation Room has been established at each school. A licensed healthcare professional will be assigned to only the Isolation Room and will assess students showing signs and symptoms of COVID-19.

- Students arriving in the Isolation Room will have a Focused Assessment completed by the isolation room nurse.
- Students with COVID-19 symptoms will be sent home.
- Students will be monitored by the Isolation Room Nurse until parent pick-up.
- Sick children will not be placed on buses.



Health Room/Clinic

The Clinic will remain separate from the Isolation Room and will have its own licensed health care professional.

- Students requiring medications, treatments, or who are injured will be escorted to the Clinic.
- Each student arriving at the clinic will have their temperature checked. If initial temperature taken is 100.4 or higher, student will be escorted to Isolation Room for further assessment.
- All visits to the clinic and outcomes of those visits will be documented following BCPS Clinic Procedures.



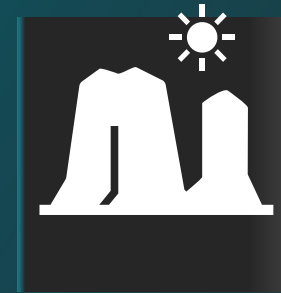
Taking a Look at Our Schools



Elementary School Video

["Happy at the Cove"](#)

Coral Cove Elementary School



[Secondary Video](#)





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Testing Venues

Kenneth King, Elementary Cadre Director
Ernie Lozano, Elementary Cadre Director



Mask Wearing



Daily Health Check



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AT HOME DAILY HEALTH SCREENING



Broward County Public Schools is committed to the health and safety of our students, our staff and our community. The District has instituted enhanced cleaning schedules, staggered work schedules and continues to reduce the number of people in our facilities to promote physical distancing.

In order to enter Broward County Public Schools facilities, all students, parents/caregivers, and employees should answer the following self-assessment questions at home each morning prior to coming to school:

DAILY HEALTH SELF ASSESSMENT QUESTIONS:

-  Do you feel warm, have a fever or elevated temperature (100.4), or have the chills?
-  Do you have a persistent cough, runny nose or sore throat?
-  Have you recently had a loss of taste or smell?
-  Has anyone in your household tested positive for COVID-19?
-  Have you been in close, unprotected contact with anyone who has tested positive for COVID-19?
(spent longer than 15 minutes within six feet of someone who was sick with a fever and cough or confirmed/suspected of having COVID-19)
-  Are you feeling sick or ill today?
-  Are you awaiting test results for COVID-19?
-  Have you been told to self-quarantine or self-isolate by a doctor or the Florida Department of Health?



If your child can answer "NO" to all of these questions, they may proceed to school.



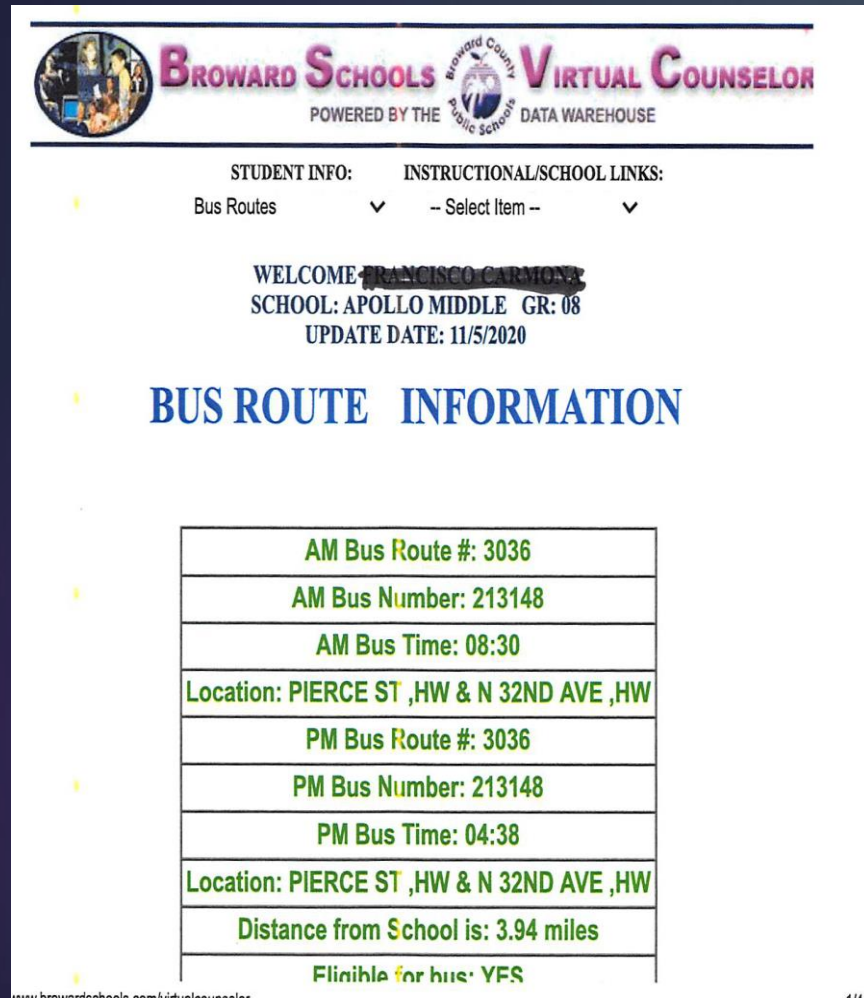
If your child answered "YES" to any of these questions, you must contact the school nurse for further guidance.



TRANSPORTATION REQUEST FOR FSA TESTING



FSA Testing Transportation Information



BROWARD SCHOOLS VIRTUAL COUNSELOR
POWERED BY THE Broward County Public Schools DATA WAREHOUSE

STUDENT INFO: INSTRUCTIONAL/SCHOOL LINKS:
Bus Routes ▼ -- Select Item -- ▼

WELCOME FRANCISCO CARMONA
SCHOOL: APOLLO MIDDLE GR: 08
UPDATE DATE: 11/5/2020

BUS ROUTE INFORMATION

AM Bus Route #: 3036
AM Bus Number: 213148
AM Bus Time: 08:30
Location: PIERCE ST ,HW & N 32ND AVE ,HW
PM Bus Route #: 3036
PM Bus Number: 213148
PM Bus Time: 04:38
Location: PIERCE ST ,HW & N 32ND AVE ,HW
Distance from School is: 3.94 miles
Eligible for bus: YES

All transportation-eligible face-to-face students who are currently riding the bus to school AND all transportation-eligible **remote learning students** who have notified their schools of a transportation need are assigned a route to and from school.

Student transportation information can be found at:

- ▶ Student's Virtual Counselor accounts
- ▶ TERMS L02 Panel which can be accessed at school
- ▶ Steer Report provided to schools by Transportation with eligible student assignments
- ▶ Transportation Synopsis Report provided to schools by Transportation



All Safety Protocols are Strictly Enforced



- ▶ Bus drivers and monitors are required to use appropriate PPE while on the bus.
- ▶ All touch-point surfaces (e.g., seats, belt buckles, doors, windows, etc.) throughout the vehicles are disinfected after each run.
- ▶ Students are required to wear masks on the bus. Masks are provided to students who shows up at the stop without one.
- ▶ All buses are disinfected every night with an electrostatic mister.



Food and Nutrition Services

Zoe Crego, Supervisor

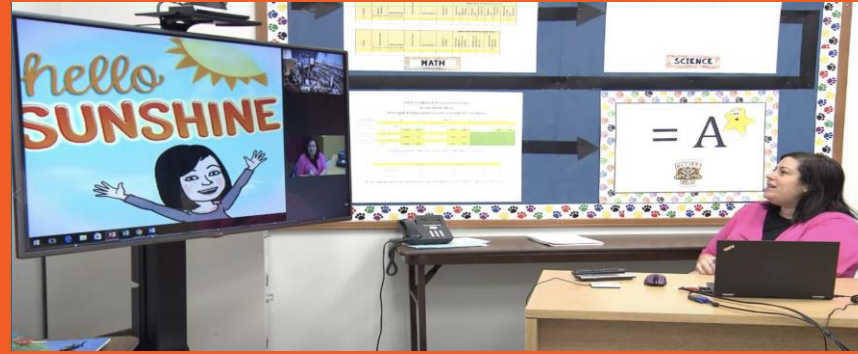


- Breakfast and Lunch are available for all students free of charge
- All students have access to free meals every day, not just during testing days
- Students will be identified at the cash register using contactless scanners, keeping students safe
- Students at schools with approved After Care Programs have the opportunity to take home free Supper and Snack Meals
- Menus are available for each school on the Food and Nutrition Services website
- Grab-and-Go meal bundles are available at select schools every Tuesday and Thursday for all children 18 years and younger
- Visit the Food and Nutrition Services website for sites and additional information.
- <https://www.browardschools.com/food-service>



Q & A #1

A photograph of a chalkboard with the words "ANY QUESTIONS?" written in white chalk. The text is arranged in three lines: "ANY" on the top line, "QUESTIONS" on the middle line, and a question mark on the bottom line. The chalkboard is dark, and the lighting is somewhat dim, giving it a slightly grainy appearance.



Student Assessment and Research

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Testing Update

Richard Baum, Director

<https://www.browardschools.com/testing>



Emergency Order 2021-EO-01

1. On Monday, February 15, 2021 the Florida Department of Education issued an Emergency Order concerning State Assessments for the Spring of 2021 Emergency Order 2021-EO-01 .
2. The State is requiring all schools to prepare to offer all exams (FSA, EOC, ACCESS) for all students.
3. Schools will be REQUIRED to only administer the exams in the school building.
4. Therefore, the State is requiring that students who should be tested will need to come into the school for testing. There will be no remote testing option.



Emergency Order 2021-eo-01 cont.

The State is extending the testing windows for Districts to offer the test over more days, to have afternoon testing windows, or even to have Saturday exams.

Assessment	Extended Schedule (+2 weeks for each window)
Grade 3 English Language Arts (ELA) Reading (PBT)	April 5–30
Grades 4–10 Writing (PBT and CBT)	April 5–30
Grades 4–6 ELA , 3–6 Math, grades 5 and 8 Science (PBT)	May 3–28
Grades 7–10 ELA/Math, EOCs (CBT)	May 3–June 11 9*

*Last day of school for students in BCPS is June 9, 2021



Personalized Communications

1. Schools developed **individualized testing plans and testing dates** including arrival and dismissal plans.
2. **March 15, 2021** – Parent letters and communications of specific testing dates to Parents for April FSA Writing assessments.
3. **April 19, 2021** – Parent letters and communications of specific testing dates to Parents for May FSA ELA, Math, and EOC assessments.



Emergency Order 2021-EO-01 cont.

- Due to the extended testing windows, the State is delaying the time when we will receive results.
- We will receive 3rd Grade FSA ELA results by June 30 and the remaining scores by July 31.
- This WILL impact our processes for promotion and graduation.



FSA Session Length Paper-Based, Grades 3-6 and Grade 8 Science

Note. A Writing and Reading Score are both required for an ELA score to be reported



ELA Writing

The ELA Writing assessments are administered in one 120-minute session.

Grade(s)	Session Length	Number of Sessions
4-6	120 minutes	1

ELA Reading

The ELA Reading assessments are administered in two sessions over two days.

Grade(s)	Session Length	Number of Sessions
3-5	80 minutes	2
6	85 minutes	2

Mathematics

The Grades 3-5 Mathematics assessments are administered in two sessions over two days. The Grade 6 Mathematics assessment is administered in three sessions over two days; for Grade 6, Session 1 must be administered on Day 1 and Sessions 2 and 3 on Day 2.

Grade(s)	Session Length	Number of Sessions
3-5	80 minutes	2
6	60 minutes	3

Statewide Science

The Statewide Science Assessment for grades 5 and 8 is administered in two 80-minute test sessions. Grade 5 Science is administered over two days. Grade 8 Science is administered in one day.

Grade	Session Length	Number of Sessions
5	80 minutes	2
8		



FSA Session Length Computer-Based

Note. A Writing and Reading Score are both required for an ELA score to be reported

A Writing makeup window from May 17-28 is available for students who were absent and missed the April Writing testing window

ELA Writing

The ELA Writing assessment is administered in one 120-minute session.

Grade(s)	Session Length	Number of Sessions
7-10	120 minutes	1

ELA Writing Retake

For the ELA Writing Retake, any student who has not completed the test by the end of the allotted time may continue working; however, each test session may last no longer than half the length of a typical school day.

Assessment	Session Length	Number of Sessions
ELA Writing Retake	120 minutes	1

ELA Reading

ELA Reading assessments are administered in two sessions over two days.

Grade(s)	Session Length	Number of Sessions
7-8	85 minutes	2
9-10	90 minutes	2

ELA Reading Retake

The ELA Reading Retake assessment is administered in two sessions over two days. For the ELA Reading Retake sessions, any student who has not completed a session by the end of the allotted time may continue working; however, each session may last no longer than half the length of a typical school day.

Assessment	Session Length	Number of Sessions
ELA Reading Retake	90 minutes	2



FSA Session Length Computer-Based cont.

Mathematics

The Grades 7–8 Mathematics assessments are administered in three sessions over two days; Session 1 must be administered on Day 1 and Sessions 2 and 3 on Day 2.

Grade(s)	Session Length	Number of Sessions
7–8	60 minutes	3

FSA EOC Assessments

FSA EOC assessments are administered in two sessions over two days. Any student who has not completed a session by the end of the allotted time may continue working; however, each session may last no longer than half the length of a typical school day.

Subject	Session Length	Number of Sessions
Algebra 1, Algebra 1 Retake, and Geometry	90 minutes	2

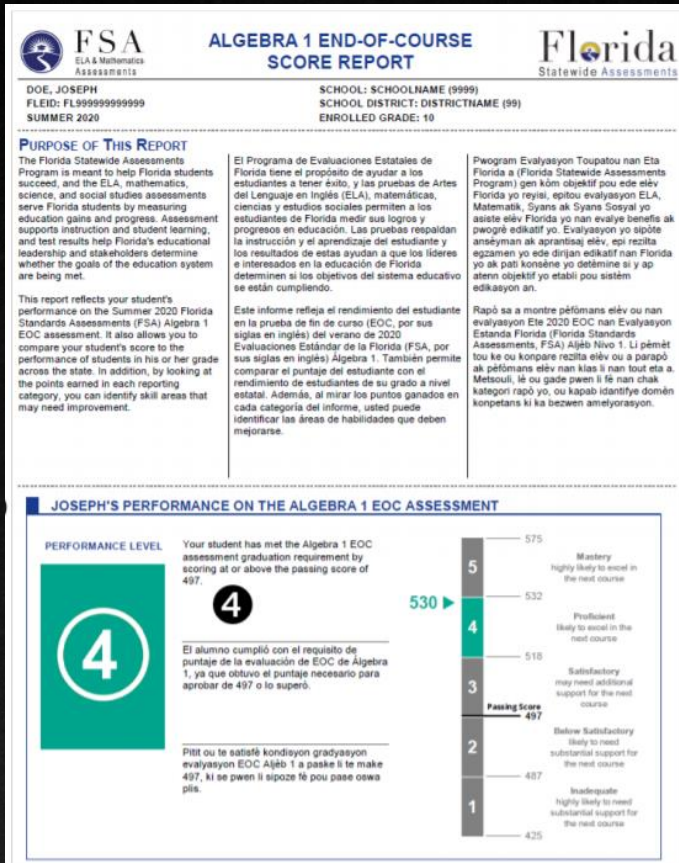
NGSSS EOC Assessments

For the Biology 1, Civics, and U.S. History EOC Assessment administrations, any student not finished by the end of the 160-minute test session may continue working; however, testing must be completed within the same school day.

Subject	Session Length	Number of Sessions
Biology 1, Civics, and U.S. History	160 minutes	1



Benefits of Standardized Tests



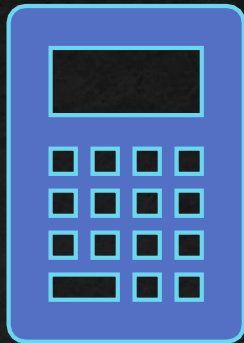
1. **Variety of school-based decisions** - FSA results can be used for promotion, course placement (advanced and remedial) and acceptance into Magnet programs
2. **Objective Measure of student performance and growth** – The results provide an accurate measure of what a **student knows and can do**. Results provide a measure of growth from year to year.
3. **Comparability** – Shows if the student is meeting state standards and results can be used to compare performance among groups of students and schools.
4. **Identify student needs** - The results help identify students who might need specific remediation interventions or enrichment activities to meet the needs of students.
5. **Teacher data** - The results also help teachers modify instructional delivery to support students' individual needs and help them meet their unique growth goals.



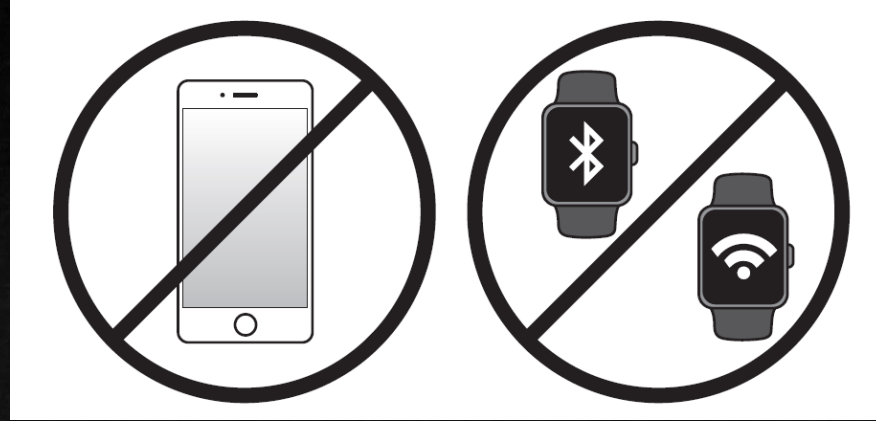
Calculators



- **Grades 3-6 Mathematics**: Calculators are not permitted.
- **Grades 7 and 8 Mathematics**: Approved calculators may be used during Sessions 2 and 3 only.
- **Algebra 1 and Geometry EOC**: Approved calculators may be used during Session 2 only. If students have handheld calculators during Session 1, their tests will be invalidated.
- **Biology 1 EOC**: A handheld four-function calculator will be provided.



No Electronic Devices



Electronic Devices: Students are not permitted to have any electronic devices, including, but not limited to, cell phones, smartphones, and smartwatches, at any time during testing or during breaks (e.g., restroom), even if the devices are turned off or students do not use them. If your student is found with an electronic device, his or her test will be invalidated.



Testing Rules Acknowledgment

All tests include a Testing Rules Acknowledgment printed in the student's test and answer book that reads:

"I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated."

Prior to testing, test administrators read the rules to students, and students acknowledge that they understand the testing rules by signing below the statement in their test and answer books.

Please listen as I read the testing rules. During this test, you must not:

- talk to other students or make any disturbance
- look at another student's test and answer book or planning sheet
- allow another student to look at your test and answer book or planning sheet
- ask for help writing your response
- give help to another student in writing his or her response
- have notes or scratch paper other than your planning sheet
- have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the passages or prompt after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.



No Discussing Test Content after Testing



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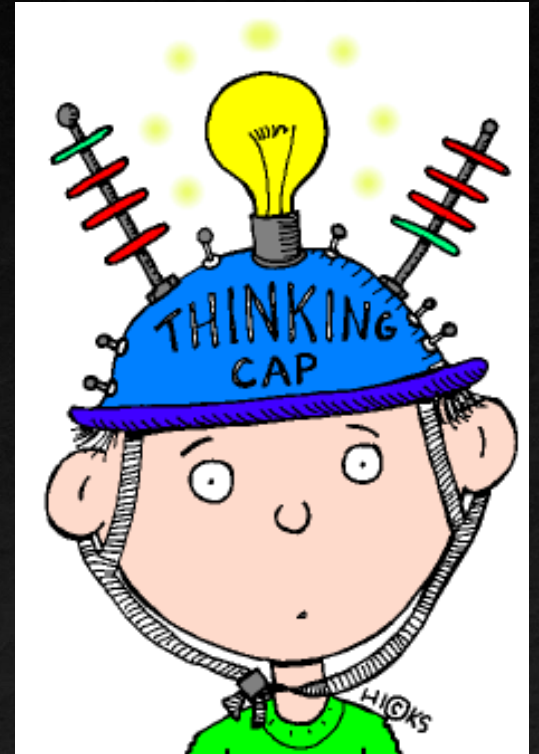
No Discussing Test Content after Testing—Students may not discuss or reveal details about the test content (including test items, passages, and prompts) after the test.

- This includes any type of **electronic communication**, such as **texting, emailing, or posting to social media sites**.
- This policy is not intended to prevent students from discussing **their testing experiences** with their parents/families.



Invalidations

- **Working Independently**—If students are caught cheating during testing, their tests will be invalidated.
- **Leaving Campus**—If your student leaves campus before completing a test session (e.g., for lunch, an appointment, illness), he or she **will not** be allowed to return to that test session.
- **Testing Accommodations**—If your student has an Individual Education Plan (IEP), a Section 504 plan, or is an English Language Learner (ELL) or a recently exited ELL, please contact the school to discuss the testing accommodations that will be provided for your student



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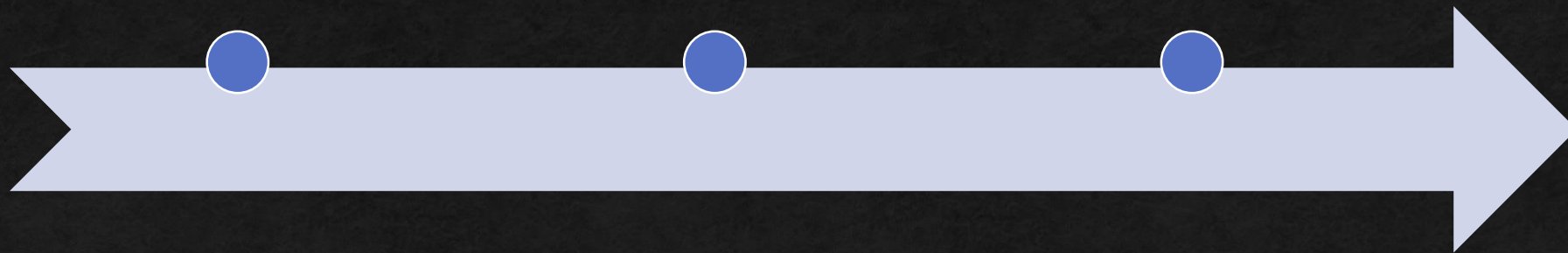


Test Invalidation

If your test is
invalidated,

it means that
your test
**will not be
scored**

and you **will not
be able to
retake** the same
test during this
window.



Implications for Non-Participation

- The Florida Department of Education (DOE) requires all students present during the testing window to participate in the assessment.
- Florida has no "opt-out" policy for state assessments
- Students not in attendance on day of their test(s) will be marked absent and standard absence reporting procedures will be in effect.
- The final determination of whether a student is in attendance on their scheduled testing day remains with the parent/guardian(s).
- Information on promotion criteria, School Board Policy 6000.1 Student Progression Plan <https://www.browardschools.com/progressionplan>

**TESTING
IN PROGRESS**

Please
Do Not Disturb



Grade 3 Promotion Criteria

Note. iReady Diagnostic 3 (534 cut score) will be used as the Alternative Assessment for Criterion #2

THIRD GRADE	
Criterion #1:	Scores Level 2 or greater on the Florida Standards Assessment (FSA) for English Language Arts.
GOOD CAUSE	
Criterion #2: Alternative Assessment	Scores acceptable level of performance on a state-approved achievement test in reading comprehension.
Criterion #3: Portfolio	Scores acceptable level of performance on the state-approved English Language Arts portfolio assessment.
Criterion #4: Summer Assessment/ Alternative Assessment	Scores acceptable level of performance on the state-approved reading assessment (administered at the end of the Reading Academy for Third Grade Promotion in the summer following third grade retention).
Criterion #5: Mid-Year Assessment/ Alternative Assessment	Scores acceptable level of performance on the Broward Standards Assessment (BSA) for English Language Arts (administered in September following third grade retention).
Criterion #6: Previous Retention	Student has received intensive reading intervention and was previously retained in K-3 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #7: ELL Program Participation	English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
Criterion #8: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #9: ESE Previous Retention	Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-3.

<https://www.browardschools.com/progressionplan>



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Testing Graduation Requirements

FSA ELA Grade 10 are administered Fall and Spring

EOCs are administered Fall, Winter, Spring, Summer

Grade 10 Florida Standards Assessments English Language Arts

The ELA assessment students must pass to graduate with a standard high school diploma is determined by each student's year of enrollment in grade 9. The Florida Standards Assessments (FSA), aligned to the Florida Standards, were introduced in 2014–15, and the Grade 10 FSA ELA Assessment was first administered in spring 2015. Table 1 below lists the required passing score for the Grade 10 FSA ELA (Reading and Writing) based on grade 9 cohort.

Table 1: FSA ELA Assessment Requirement and Passing Score by School Year

School Year When Students Entered Grade 9	Passing Score
2014–15 to current	350
2013–14	349 ¹ (alternate passing score)

¹ In addition to the 2013–14 cohort, any student who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board (January 7, 2016) is eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

FSA Algebra 1 End-of-Course Assessment

The Algebra 1 EOC assessment students must pass to graduate with a standard high school diploma is determined by when students completed Algebra 1 or an equivalent course. Students who completed an applicable course in the 2014–15 school year and beyond are required to pass the FSA Algebra 1 EOC Assessment, and the required passing score is determined by when students first participated in an FSA Algebra 1 EOC Assessment administration. The FSA Algebra 1 EOC Assessment was first administered in spring 2015. Table 2 below lists the required passing score for the FSA Algebra 1 EOC Assessment based on when the student first participated.

Table 2: FSA Algebra 1 EOC Assessment Requirement and Passing Score by First Participation

First Participation in FSA Algebra 1 EOC	Passing Score
Spring 2016 and beyond	497
Spring, Summer, Fall or Winter 2015	489 (alternate passing score)

For more information on the FSA Algebra 1 EOC Assessment, please see the [2020–21 Florida Statewide End-of-Course Assessments Fact Sheet](#).



ELA Graduation Concordant Scores

Table 3: Grade 10 ELA Concordant Scores

Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading	
Available for <i>all</i> students who entered grade 9 in 2010–11 and beyond:	
SAT Evidence-Based Reading and Writing (EBRW) ¹	480
ACT English and Reading subtests ²	18
Available <i>only</i> for students who entered grade 9 prior to 2018–19:	
SAT EBRW ¹	430
SAT Reading Subtest ³	24
ACT Reading	19

¹ Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

² The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

³ Administered in March 2016 or beyond. Students who entered grade 9 prior to 2018–19 may also use a concordant score of 430 on the SAT Critical Reading if administered prior to March 2016.

- Students who transfer in from a non-Florida public school in grade 11 or 12 are not required to have an FSA ELA score prior to using a concordant score on the SAT or ACT.
- More information on concordance scores can be found at: <http://www.fldoe.org/core/fileparse.php/7764/urlt/GradRequireFSA.pdf>



Algebra Graduation Comparative Scores

Table 4: Algebra 1 EOC Comparative Scores

Algebra 1 EOC (FSA or NGSSS)	
Available for <i>all</i> students who entered grade 9 in 2010–11 and beyond:	
PSAT/NMSQT Math ¹	430
SAT Math ²	420
ACT Math	16
FSA Geometry EOC ³	499
Available <i>only</i> for students who entered grade 9 prior to 2018–19:	
PERT Mathematics	97

¹ Administered in 2015 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

² Administered in March 2016 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

³ Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by [Rule 6A-1.09422\(6\)-\(7\), F.A.C.](#), may use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the Scholar Diploma Designation section on the next page for eligibility criteria.

- Students who transfer in from a non-Florida public school after having completed Algebra 1 are not required to have an FSA Algebra 1 EOC score prior to using a concordant or comparative score.
- More information on concordance scores can be found at <http://www.fldoe.org/core/fileparse.php/7764/urlt/GradRequireFSA.pdf>



Implications on Promotion

Grade Level	Implications for Non-Participation
Grade 3	Requires <u>State approved</u> “Good Cause” criteria
Grade 4	Requires <u>District approved</u> “Good Cause” criteria
Grade 5	Requires <u>District approved</u> “Good Cause” criteria
Grade 6	A student must pass a minimum of four year-long courses or the equivalent, two of which must be in English, mathematics, science, or social studies.
Grade 7	
Grade 8	A student must successfully complete three middle grades or higher courses in English Language Arts (ELA), Mathematics, Social Studies, and Science
Grade 9	No direct impact on promotion
Grade 10	ELA graduation requirement, concordance or comparative score needed by 12 th grade for graduation
End of Course Exams (Civics, Algebra 1, Geometry, Biology 1, U.S. History)	30% of the final course grade results in an “incomplete” course grade Algebra 1 EOC graduation requirement, concordance or comparative score needed by 12 th grade for graduation



Personalized Communications for AICE & IB Exams

IB Exams- April & May, 2021, “adverse circumstances”

should be discussed with IB coordinator

AICE Exams- April, May & June, 2021, does not allow for

Make-up Exams

1. Testing dates have been determined by IB & Cambridge. Schools developed individualized testing plan
2. **March 22, 2021** – Schools have communicated specifics to students



Advanced Placement (AP) Exams

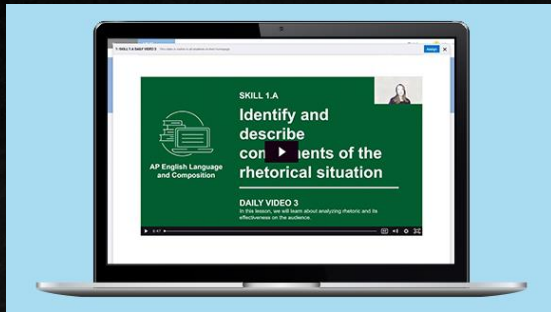
Three exam administration dates:

- **May 3rd –17th:** Traditional Paper Exam Only at school
- **May 18th – 28th:** Traditional Paper Exam or Digital Exam at home or school
- **June 1st – 11th:** Digital Exam at home or school
- There are some exceptions that can be found at:
- <https://apstudents.collegeboard.org/ap-2020-2021/about-2021-ap-exams>
- Students can prepare for exams by using resources at:
- <https://apstudents.collegeboard.org/about-ap-exams/practice-for-exams>
- <https://www.youtube.com/channel/UCViAcUsxrffb-dH50U5VHqw>



Updates for AP Students

AP students! Finish the year strong by seizing the opportunity to earn college credit through AP Exams.



AP Daily Videos in AP Classroom

Short, searchable AP Daily videos help students learn skills and content in every course, and can be assigned by teachers in addition to topic questions, progress checks, and practice exams in AP Classroom.

collegeboard.org/apclassroom



AP Daily: Live Review

April 19–29, AP students can tune in to their AP YouTube channel for free, live review sessions for their course.

[AP Daily: Live Review](#)

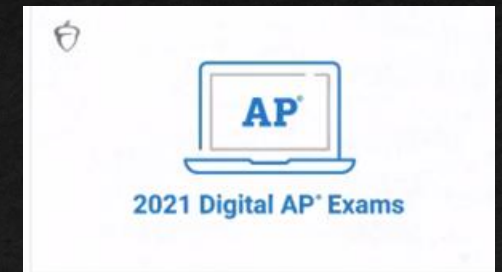


2021 AP Exam Schedule

1. Log in to [College Board account](#)
2. Go to Account Settings to confirm email address is correct. If incorrect, Update and change it.
3. Mark collegeboard@e.collegeboard.org as part of the approved sender list and/or add this email address as a contact to avoid emails getting blocked.
4. Indicate through My AP the college, university or scholarship program they'd like to receive their free score report. Deadline to indicate or change their free score report recipient: June 20.



Preview of Digital AP Exams



Industry Certification Exams

- BCPS middle and high school students enrolled in CTE pathways continue to strive to earn Digital Tool and Industry Certifications through the 2020/2021 school year.
- CTE instructors will communicate directly with students regarding Industry Certification exam options.



Practice FSA



This Photo by Unknown Author is licensed under [CC BY-SA](#)

To help your student become comfortable with the item types and response formats, practice tests are available:

<http://www.FSAssessments.org/students-and-families/practice-tests/paper-based-practice-test-materials/>



Checklist and Reminders

Before Test Day

- Practice writing with a pencil and paper (Grades 3-6)
- Practice wearing a mask for long periods of time
- Get a good night's sleep before the test day

On Test Day

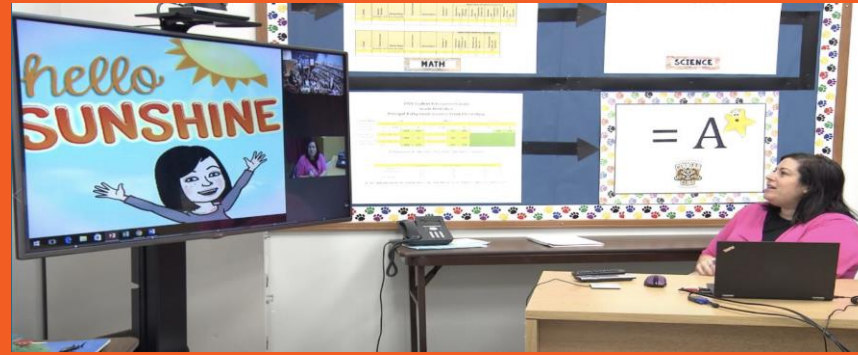
- Eat a good breakfast on the morning of the test day (free breakfast and lunch provided at school)
- Bring a water bottle with you to school
- Bring a mask and an extra mask
- Bring your school ID or a picture ID
- Do not bring electronic devices
- Headphones (wired)



Q & A #2

ANY
QUESTIONS
?





EXCEPTIONAL STUDENT LEARNING SUPPORT

Test Accommodations: Students with Disabilities



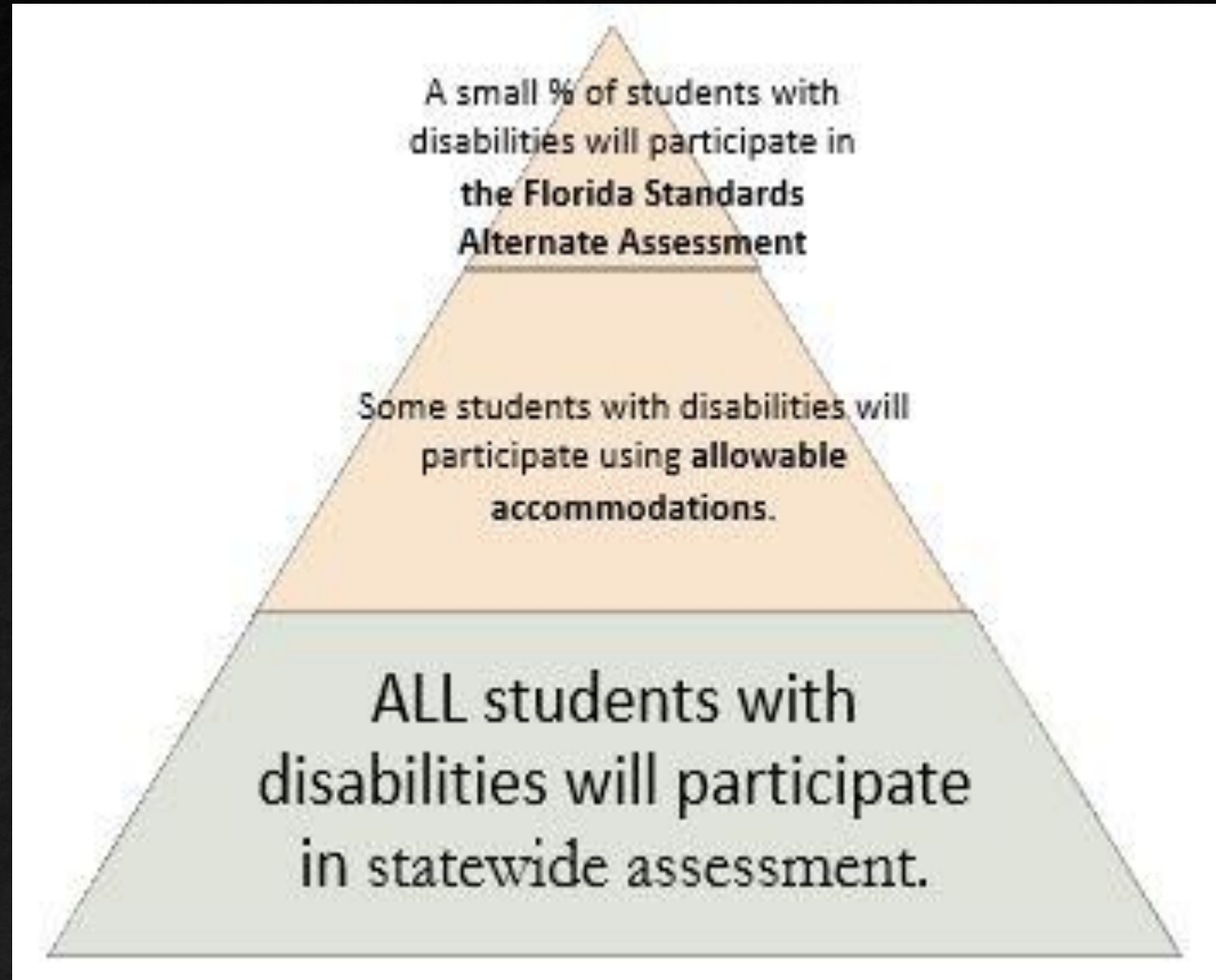
Presented By Exceptional Student Learning Support

<https://www.browardschools.com/testing>

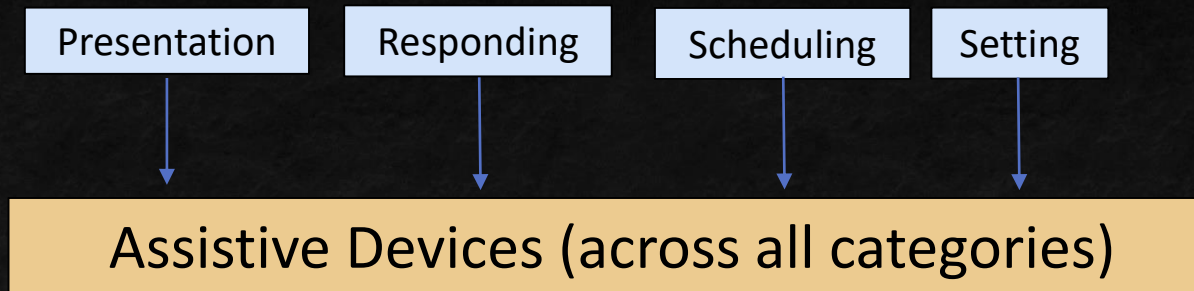


TESTING, TESTING, 1...2...3...

Students with Disabilities



Categories of Accommodations



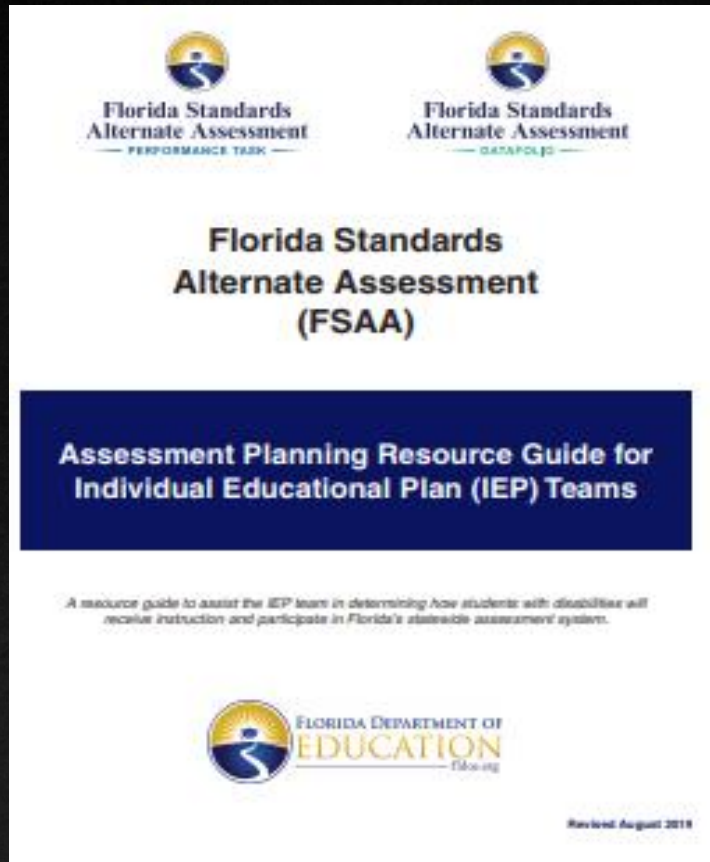
What is the FSAA? (Florida Standards Alternate Assessment)

- The Florida Standards Alternate Assessment (FSAA) is designed for students with a significant cognitive disability whose participation in the general statewide assessment program is not appropriate, even with accommodations.
- The FSAA is based on the Florida Standards Access Points for English language arts and mathematics, and on the Next Generation Sunshine State Standards Access Points for science and social studies.
- Participation in the FSAA is made through the individual student's annual IEP



Who Should Participate In The FSAA?

IEP Teams utilize the Tools in the Assessment Guide for IEP Teams
FSAA determination happens at the student's IEP meeting



- Students who demonstrate a significant cognitive disability
- Students who are unable to master grade-level, general state content standards with accommodations, assistive technology, & accessible instructional materials
- Students who require extensive direct instruction in academics based on access points.





FSAA Assessment Participation Consideration within the IEP Process

Questions to Guide the Decision-Making Process to Determine How a Student With Disabilities Will Be Instructed and Participate in the Statewide Standardized Assessment Program

YES

NO

1. Does the student have a significant cognitive disability?

2. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09041, F.A.C.?

3. Does the student require direct instruction in academic areas of English language arts (ELA), mathematics, social studies, and science based on Access Points in order to acquire, generalize, and transfer skills across settings?

Pg. 5 in FSAA-PT TAM and Pg. 3 in FSAA-D TRG



Assessments and Allowable Accommodations for English Language Learners

ACCESS for ELLs

Florida Standards Assessments

<https://www.browardschools.com/testing>



Purpose of ACCESS for ELLs

Monitor annual progress
English language
proficiency

Provide criteria for exiting
ELLs from ESOL program

<https://wida.wisc.edu/>

Provide valid and reliable
information for decision-
making and accountability

Inform classroom
instruction and assessment



ACCESS for ELLs Language Domains

Assessing students' academic language abilities in English include:

Listening

Process, understand, interpret and evaluate spoken language in a variety of situations

Reading

Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency

Writing

Engage in written communication in a variety of situations for a variety of purposes and audiences

Speaking

Engage in oral communication in a variety of situations for a variety of purposes and audiences



ACCESS for ELLs Suite of Assessments

All English Language Learners (ELLs) enrolled in the district (grades K–12) as of January 25, 2021, must be administered one of the following to satisfy state and federal requirements for the annual assessment of the English language proficiency of English language learners (ELLs):

Kindergarten ACCESS for ELLs, a paper-based assessment for Kindergarten

ACCESS for ELLs Paper, a paper-based assessment for Grades 1–12

Alternate ACCESS for ELLs, a paper-based assessment for ELLs in Grades 1–12 who have significant cognitive disabilities and receives special education services under IDEA (2004).

Remote administration of ACCESS for ELLs is not permitted.



ACCESS for ELLs

Testing Window started on January 25, 2021 and has been extended until May 28, 2021.

Schools must administer all four domains of ACCESS for ELLs to English Language Learners who are attending school in person as well as students who are studying remotely.

If your child is studying remotely, you will receive a letter, phone call or e-mail inviting the student to take the assessment on a scheduled date.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
SCHOOL NAME _____
School Address _____
Phone _____ Fax _____

Date _____

Dear Parent/Guardian of _____

The purpose of this letter is to inform you that your student will be taking the ACCESS for ELLs between January 25, 2021 and March 19, 2021. ACCESS for ELLs, measures your student's progress in listening, speaking, reading, and writing English language skills. Later this spring, your student will receive an Individual Student Report that provides information about how well he or she is progressing in the English language.

Please review the following policies with your child before testing:

- **Electronic Devices**—if your student is found with ANY electronic devices, including, but not limited to, cell phones and smart phones, at any time during testing OR during breaks, his or her test section will be invalidated, which means it will not be scored. The best practice is for students to leave electronic devices at home on the day of testing.
- **Leaving Campus**—if your student leaves campus before completing a test section (for an appointment, illness, etc.), he or she WILL NOT be allowed to complete that test section.
- **Day of Test**- Please **make arrangements** for your child to arrive to the school 15 minutes prior to testing. The student will not be allowed into the testing location after the test has begun. If your child does not feel well on the day of testing, the student must stay home. A make-up day will be scheduled.

STUDENT TEST DATES: _____

TIME/LOCATION: _____

Please check and email response to: **EMAIL ADDRESS**

_____ My child **WILL** attend testing on the scheduled days and times.

_____ My child **WILL NOT** attend testing on the scheduled days and times.

To learn more about ACCESS for ELLs, a helpful Parent Handout is available exclusively online (<http://fldoe.org/accountability/assessments/k-12-student-assessment/access-for-ells.html>) under Assessment Resources in the following languages: English, Haitian Creole, and Spanish. If you have any questions related to this test administration, you may contact **School Contact Name at (754) School Phone Number.**

Thank you for supporting your student as he or she prepares for the test.

Sincerely,

PRINCIPAL NAME _____



English Language Proficiency Levels Individual Student Report (ISR)



ACCESS for ELLs 2.0[®]
English Language Proficiency Test

Sample Student

Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXXX
School: sample school
District: sample district
State: sample state

Individual Student Report 20XX

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 0-6.0)						Scale Score (Possible 100-600) and Confidence Band <small>See Interpretive Guide for Score Reports for definitions</small>				
	1	2	3	4	5	6	100	200	300	400	500
Listening	4.0						368				
Speaking	2.2						320				
Reading	3.4						356				
Writing	3.5						355				
Oral Language <small>50% Listening + 50% Speaking</small>	3.2						344				
Literacy <small>50% Reading + 50% Writing</small>	3.5						356				
Comprehension <small>70% Reading + 30% Listening</small>	3.7						360				
Overall* <small>35% Reading + 35% Writing + 15% Listening + 15% Speaking</small>	3.4						352				

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	4	<ul style="list-style-type: none"> understand oral language in English related to specific topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> Exchange information and ideas with others Connect people and events based on oral information Apply key information about processes or concepts presented orally Identify positions or points of view on issues in oral discussions
Speaking	2	<ul style="list-style-type: none"> communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: <ul style="list-style-type: none"> Share about what, when, or where something happened Compare objects, people, pictures, events Describe steps in cycles or processes Express opinions
Reading	3	<ul style="list-style-type: none"> understand written language related to common topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> Classify main ideas and examples in written information Identify main information that tells who, what, when or where something happened Identify steps in written processes and procedures Recognize language related to claims and supporting evidence
Writing	3	<ul style="list-style-type: none"> communicate in writing in English using language related to common topics in school, for example: <ul style="list-style-type: none"> Describe familiar issues and events Create stories or short narratives Describe processes and procedures with some details Give opinions with reasons in a few short sentences



TESTING, TESTING, 1...2...3...

<http://bilingual-esol.browardschools.com>

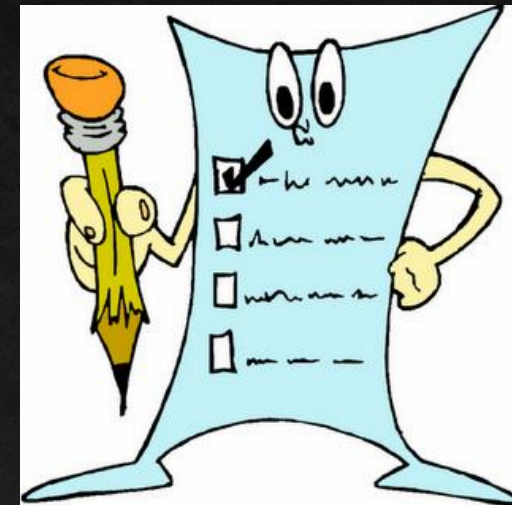
2020-2021 FL Accommodations Guide

Accommodations for English Language Learners (ELLs) and Recently Exited ELLs during Florida Standards Assessment and Instructional Day

Districts are required to offer accommodations to students identified as ELLs and any student who has exited from the ESOL program and is in the two-year follow-up period.

The following are allowable accommodations for ELLs participating in Florida Statewide Assessments:

- A. Flexible Setting
- B. Flexible Scheduling
- C. Assistance in Heritage Language
- D. Approved Dictionary and Glossary



2020-2021 FL Accommodations Guide

A. Flexible Setting

- ELLs and recently exited ELLs may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher serving as test administrator.
- Parents/guardians must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.

B. Flexible Scheduling

- ELLs and recently exited ELLs may take a test session during several brief periods within one school day.
- ELLs and recently exited ELLs may be provided additional time to complete a test session.
- Each test session must be completed within one school day



2020-2021 FL Accommodations Guide

C. Assistance in Heritage Language

- ELLs and recently exited ELLs may be **provided limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions, prompts, items, and answer choices.** This should not be interpreted as permission to provide oral presentation of prompts, items, and answer choices in English or in the student's heritage language. Assistance may not be provided for words or phrases in ELA Reading and ELA Writing passages.
- For students who are **ELLs or recently exited ELLs** and who also have an **IEP or Section 504 Plan** that allows oral presentation, the **oral presentation must be in English** and not in the student's heritage language. These students may still receive limited assistance in their heritage language.



2020-2021 FL Accommodations Guide

c. Assistance in Heritage Language, continued...

- The ESOL or heritage language teacher or other trained individual familiar with the student **may answer questions about the general test directions in the student's heritage language**. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students.
- The ESOL or heritage language teacher or other trained individual familiar with the student **may answer specific questions about a word or phrase in a prompt, item or answer choice** that is confusing the student because of limited English proficiency but is prohibited from giving assistance that will help the student produce, correct, or edit responses. Assistance may not be provided for words or phrases in ELA Reading or ELA Writing passages.



2020-2021 FL Accommodations Guide

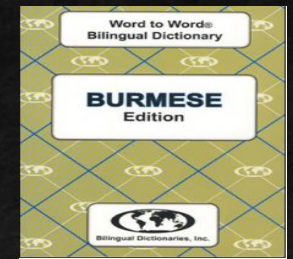
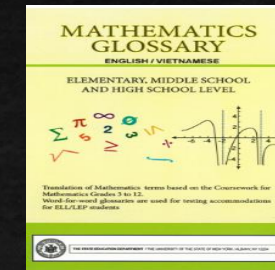
D. Approved Dictionary and Glossary

- ELLs and recently exited ELLs should have access to an English-to-heritage language translation and/or heritage language-to-English translation dictionary or glossary or both such as those made available to ELLs and recently exited ELLs in an instructional setting.
- Glossaries containing content specific word-to-word translations in heritage language can also be provided.
- The dictionary or glossary must provide word-to-word translations only and may not contain definitions or other information. A dictionary or glossary written exclusively in the heritage language or in English shall not be provided.
- Electronic translation dictionaries or glossaries that meet the same requirements without accessing the Internet may be used.

Free Printable Content

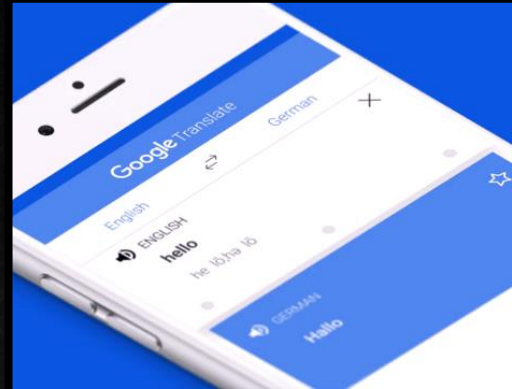
Glossaries:

<https://steinhardt.nyu.edu/metrocenter/resources/glossaries>

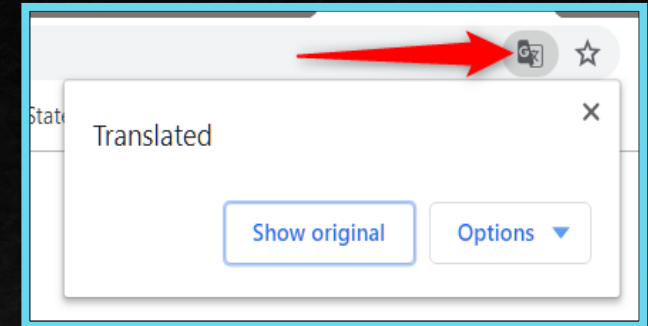


TOOLS FOR SUPPORTING ELLS THROUGH REMOTE LEARNING

<https://browardschools.instructure.com/courses/867005>



Google Translate



Google Translate Chrome Extension

ESOL Supporting ELLs through Remote Learning



ESOL Supporting ELLs through Remote Learning

ESOL Supporting ELLs through Remote Learning is a course created to provide resources to make online learning more accessible to English Language Learners.

- ANNOUNCEMENTS
 - Digital Tools for Supporting ELLs
- INSTRUCTIONAL RESOURCES
- PARENT RESOURCES (TRANSLATED DOCUMENTS)
- NEWCOMER - MULTILINGUAL LEARNERS
- STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION (SLIFE)



<http://bilingual-esol.browardschools.com>



TESTING, TESTING, 1...2...3...

Bilingual Parent Outreach



International
Welcome Center
Broward County Public Schools

Need assistance?

Email:

esolparents@browardschools.com

Languages available:

- Spanish
- Haitian Creole
- Portuguese
- Arabic

Request an Interpreter

Contact the school directly to request.

Services available for:

- Remote Meetings
- Remote Conferences

Languages available:

- Spanish
- Haitian Creole
- Portuguese
- Arabic



Follow Us On Social Media



@BrowardESOL



Broward
Bilingual ESOL
Department



Q & A #3

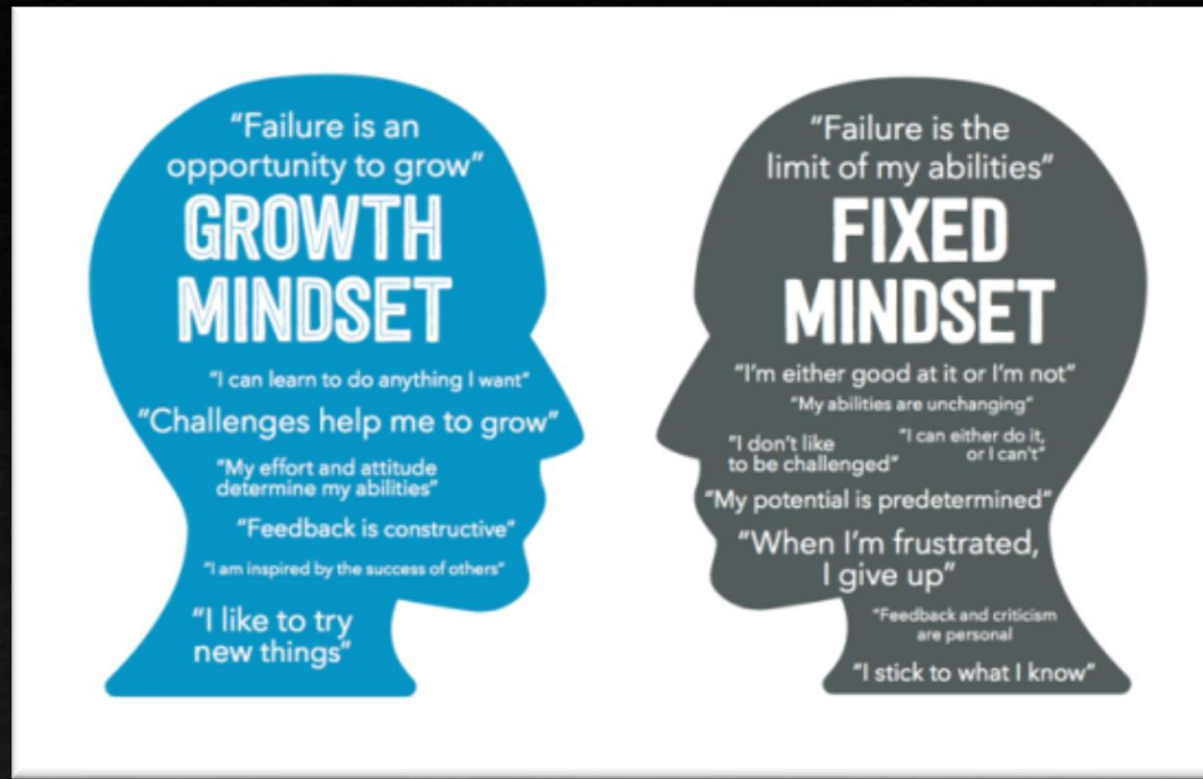
ANY
QUESTIONS
?



Test Taking Tips and Anxiety Reduction

Carolyn Sant Angelo – SEL Team Lead





rethinkEd Testing Resources for

Elementary Students

Testing season can bring feelings of stress, anxiety, and pressure. Help students overcome the burdens of testing using Rethink Ed's Social and Emotional Learning curriculum. Build skills like stress management, resilience, mindfulness, and more!

Before Testing Session

- 1. Feelings Check In:** Check in and allow students to take a moment and reflect on how they're feeling. *Search "Feelings Check In" in Canvas Commons for the lesson.*
- 2. Brain Skills:** Discuss with students what their brains need to be able to focus and stay on track! *Search "Brain Skills" in Canvas Commons for the lesson.*
- 3. Managing Stress:** Throughout the test, we may feel anxious. Practice these strategies to help students manage their stress. *Search "Managing Stress" in Canvas Commons for the lesson.*
- 4. Staying Focused:** Talk with students about what they can do to quiet their thoughts and maintain focus during the test. *Search "Staying Focused" in Canvas Commons for the lesson.*

Secondary Students

Testing season can bring feelings of stress, anxiety, and pressure. Help students overcome the burdens of testing using Rethink Ed's Social and Emotional Learning curriculum. Build skills like stress management, resilience, mindfulness, and more!

Before Testing Session

- 1. Feelings Check In:** Begin with a student check in identifying how they might be feeling. Then, pause and go through the 4 steps. *Search "Feelings Check In" in Canvas Commons for the lesson.*
- 2. Sustaining Attention:** Jump start the day with a few activities to practice sustaining attention! *Search "Sustained Attention" in Canvas Commons for the lesson*
- 3. Managing Our Stress:** Throughout the test, we may feel anxious. Practice these strategies to help students manage their stress. *Search "Managing Our Stress" in Canvas Commons for the lesson*
- 4. Visualizing Success:** Use this visualization activity, to help students relax and prepare for today's test. *Search "Visualizing Success" in Canvas Commons for the lesson*

[SEL and Mindfulness Toolkits for Families and Students BCPS \(instructure.com\)](#) [Test Taking - Mindfulness and SEL Strategies to Manage Stress:](#)



SEL Resources – 10 Test Taking and Anxiety Reduction Tips (Pick one to focus on when feeling stressed)

Moment

1. Take a mindful moment and pay attention to notice your body sensations. Mindfully scan your body.

Notice

2. Notice your breathing. Take a few mindful breaths. It may be helpful to count ten cycles.

Anchor

3. Pick an anchor for your attention. Take a moment to focus on your breath, sounds, senses, or environment.

Focus on

4. Focus on doing one thing at a time. If you are trying many things, focus on one question at a time. Remove distractions like the phone or TV.

Mix It Up

5. Mix pleasant activities into homework. Take a short break or a walk or listen to a song.

Find out more at <https://browardschools.instructure.com/courses/897124/pages/test-taking-mindfulness-and-sel-strategies-to-manage-stress>



One Way to Handle Stress During Testing Season

<https://xp.innerexplorer.org/compass/broward>

The graphic features the Inner Explorer logo at the top left, which consists of a green circular icon with a white crosshair and the text "innerEXPLORER™". Below the logo, the text "21 DAY MINDFULNESS QUEST" is displayed in a bold, sans-serif font. Underneath that, a smaller line of text reads "Start your mindfulness journey with Inner Explorer's 21 Day Mindfulness Quest". On the right side of the graphic, there is an illustration of a large smartphone. The screen of the phone shows a green and white checkered pattern. A stylized figure of a person in a grey shirt and black pants is walking next to the phone, carrying a green folder. The background of the graphic is white with faint, light green outlines of a clock and a calendar.

MAKE YOUR SELF-CARE A PRIORITY

Wouldn't it be great to reduce your stress and enhance your sense of wellness in 21 days? Looking for an inviting way to support your children during these challenging times? Inner Explorer has created a 21-Day Quest to help you and your family practice daily mindfulness-based SEL.





- Announcements
- Modules
- Files
- Course Progress
- Assignments
- People
- Discussions
- Outcomes
- Syllabus
- Rubrics
- Quizzes
- Collaborations
- Teacher Enrollment
- SciStarter Data Explorer
- Settings

Test Taking - Mindfulness and SEL Strategies to Manage Stress



From ReThink Ed - Before and After Testing Activities

[BCPS Testing Flyer Elementary \(1\) rethink.ed.docx](#)

[BCPS Testing Flyer Secondary \(1\) rethink.ed.docx](#)

From Naviance SEL Lessons



Join us at

<https://browardschools.instructure.com/enroll/WDB374>



From Mindfulness-Based Stress Reduction for Teens (From Gina Biegel)

Ten Tips to Minimize Homework and Test-Taking Stress

Ten Tips to Minimize Homework and Test-Taking Stress

1. Take a mindful moment and pay attention to notice your body sensations. **Mindfully scan your body.**
2. Notice your breathing. Take a few mindful breaths. It may be helpful to count ten cycles.
3. **Pick an anchor for your attention.** Take a moment to focus on your breath, sounds, senses, or environment.
4. **Focus on doing one thing at a time.** If you are trying many things, focus on one question at a time. Remove distractions like the phone or TV.
5. Mix pleasant activities into homework. **Take a short break** or a walk or listen to a song.
6. Be aware of your thoughts. **Notice, don't talk. You can do this!** Maybe you're worrying about something you can't control. **Notice growth mindset. Mistakes are part of learning.**
7. Remember to practice self-care, including eating, exercising, and sleeping right, are really important.
8. Get organized. Take a mindful look at how you use your time, your homework environment and think about helpful changes. Consider making to-do lists and breaking complex projects into manageable steps.
9. **Congratulate yourself on going through this process.** Acknowledge the progress you've made so far on a homework project or test. Celebrate the positive!
10. **Remember to appreciate you and who you are, even if you don't believe it at the moment.**

from Mindfulness Based Stress Reduction for Teen by Gina Biegel

2. Mindfulness Practice Script for Coping with School Stressors

You can bring mindful presence to anything you do, including homework and tests.

Mindful Homework or Test Taking Practice

Follow these steps to help you center yourself before you begin your homework or start to take a test. If you find yourself getting tense or stressed while in the middle of your work, you can repeat the process at any time.

1. Get into a comfortable sitting position.
2. Place your hands in your lap or on your desk.
3. Open your ears to the sounds you notice, and allow yourself to be in the room right here, right now.
4. Pay attention to your breath without changing it in any way if you can. If you can't, just notice that too.
5. Notice how your stomach gently rises on the in-breath and falls on the out-breath.
6. Notice how your back feels from the top of your feet to the top of your head—upside.



TESTING, TESTING, 1...2...3...

Wishing you well...

Closing Remarks

- This program is available for viewing on the School Board website, as well as all school websites.
- All websites will have information in seven (7) languages
- BECON on Demand will also have this presentation in English, Spanish, and Haitian Creole
- Browardschools.com/parentuniversity



New Mental Health Initiative



The TALK App

- District launched the T.A.L.K. App on 8/24/2020
- Located on student's Clever page
- K-12 students can request to speak to a mental health professional, or report abuse
- Over 877 mental health requests, with 25% having a substantiated need
- 279 child abuse related requests with 61 routed to the abuse hotline

Checklist and Reminders

Before Test Day

- Practice writing with a pencil and paper (Grades 3-6)
- Practice wearing a mask for long periods of time
- Get a good night's sleep before the test day

On Test Day

- Eat a good breakfast on the morning of the test day (free breakfast and lunch provided at school)
- Bring a water bottle with you to school
- Bring a mask and an extra mask
- Bring your school ID or a picture ID
- Do not bring electronic devices
- Headphones (wired)

